DOCUMENT RESUME

ED 210 124 RC 012 964

AUTHOR Olinger, Judy, Comp.; Lugo, Alfredo M., Comp.
TITLE Oral Language: Primary and Elementary Levels: Primary, Grades 1-3. Predrafted Individual Short-Term Plan/Records: Directions for Resource Teachers, Teachers and Aides.
INSTITUTION Oregon Migrant Education Service Center, Salem.
SPONS AGENCY Oregon State Dept. of Education, Salem. Compensatory Education Section.
PUB DATE Aug 81
NOTE 153p.; For related documents, see RC 012 965-967.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Auditory Discrimination; Behavioral Objectives; *Educational Objectives; Instructional Materials; Language Patterns; Learning Activities; Lesson Plans; Listening Skills; *Migrant Children; *Migrant Education; Non English Speaking; Oral Communication Method; *Oral Language; Primary Education; *Student Evaluation; Student Records; Vocabulary Development
IDENTIFIERS ESEA Title I Migrant Programs; *Individual Short Term Plan Records; *Oregon

ABSTRACT

The predrafted Oregon Individual Short-Term Plan/Records on oral language (grades 1-3), covering skills such as sound discrimination, listening comprehension, critical listening, basic language patterns, oral expression, and vocabulary development, were designed for migrant children who attend a school for only 2 to 6 weeks. Migrant education teachers who had made extensive use of the plan/records were assembled by the Northwest Regional Educational Laboratory during 1979-1980 and funded by the National Institute of Education to develop predrafted plan/records that could be applied to situations frequently encountered with Oregon migrant children, of whom 5,489 of 9,797 eligible for regular and summer terms were active migrants. Each short-term plan covers a single content area and focuses on a limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are listed on each page, along with a place to record if and when the criterion was met, who attested to this fact, and any relevant comments. Because of efforts to implement the Migrant Skills List on a nationwide basis, these plan/records were precoded with the Migrant Skills List number if available. Directions for resource teachers are included along with optional reading resources. (AW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210124

OCT 1981
ERIC/CRESS
RECEIVED

PRIMARY AND ELEMENTARY LEVELS
PRIMARY, GRADES 1-3

PREDRAFTED
INDIVIDUAL SHORT-TERM PLAN/RECORDS

ORAL LANGUAGE

RC 012934

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alfredo M. Lugo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PRIMARY AND ELEMENTARY LEVELS

PREDRAFTED
INDIVIDUAL SHORT-TERM
PLAN/RECORDS

Directions for Resource Teachers,
Teachers and Aides

Oregon Migrant Education Program
José D. García
State Coordinator

Prepared by:
Migrant Education Service Center

ESEA Title I-Migrant Programs
Funded by Title I-M P.L. 89-10
as amended by P.L. 89-750 and 93-380

PRIMARY AND ELEMENTARY LEVELS

PREDRAFTED INDIVIDUAL SHORT-TERM PLAN/RECORDS

Compiled and Edited
by

Judy Olinger
Alfredo M. Lugo

August 1981

Funded by
Oregon ESEA
Title I-M Program

INTRODUCTION

One of the problems that must be frequently faced in migrant education is that of providing instruction to the active migrant child who attends a particular school for only a short period of time. While the number of active migrants in Oregon is declining there is still a problem of considerable magnitude. In school year 1980-81 there were 5,489 active migrants out of a total of 9,797 eligible for the regular and summer term programs.

One method which appears promising as a means of addressing the active migrant child's individual needs is a technique called Individual Short-term Plan/Records. The use of this approach by teachers has gradually increased since being introduced several years ago. It is currently being used in various locations in the twelve administrative areas of the state. In this approach the teacher assumes that the child will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher drafts one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form. This is the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and any relevant comments. This constitutes the record portion of the Plan/Record.

As might be expected many teachers found numerous children with similar if not identical needs for specific instructional activities. This raised the possibility of pre-drafting Individual Short-term Plan/Records that could be used by the teacher with any child who has the particular need addressed by an

objective. In the summer of 1979-80, a group of experienced Migrant Education teachers who had made extensive use of Individual Short-Term Plan/Records was brought together by the Northwest Regional Educational Laboratory under the direction of William G. Savard to generate an experimental set of predrafted plan/records to cover situations which they felt were frequently encountered with active migrant children. Funding was provided by the National Institute of Education. Plan/records were predrafted in three areas:

.Oral Language

.Reading (including reading readiness)

.Mathematics (including math readiness)

Because of the current effort to implement the Migrant Skills List on a nationwide basis these Individual Short-term Plan/Records have been pre-coded with the Skills List number if there is one available. If there is no applicable number the word None is printed in the space. The Skills List numbers may be used as designated by the Migrant Education Service Center in Salem. For further information on Skills List matters contact Daniel Santos at the MESC, telephone (503) 378-6853. General inquiries may be directed to Alfredo M. Lugo at the Primary/Elementary levels or Merced Flores at the Secondary level; both individuals may be contacted at the MESC as well.

We would like to acknowledge the efforts of teachers who drafted the Plan/Records. The first set of plans were written in 1979 under the direction of William Savard, Project Director at the Northwest Regional Educational Laboratory by the following teachers: Noemy Brenes-Morua, Washington County, Math Readiness; Linda Gretsch, formerly with Washington County, Math Readiness and Reading Readiness; Judy Olinger, Polk County, Reading; Carol Holm, Jackson County, Oral Language; Maria Hinojosa, Marion County, Math Plans and coordination.

Additional Plans were written in 1981. Math Plan/Records were drafted by Donald Kinghorn of Hood River and Robert Berg of Yamhill County. Reading Plans were written by Carmen Mann of Marion County and Judy Olinger of Polk County. Oral Language Plan/Records were completed by Gail Speich of Washington County and Dr. Maria Marin of Western Oregon State College. William Savard of the Northwest Regional Educational Laboratory served as consultant. Technical assistance and coordination of the Elementary level programs was performed by Alfredo M. Lugo, M.E.S.C., Elementary Curriculum Specialist.

Directions for Resource Teachers:

If you are a resource teacher, either traveling or working from a fixed location, who works through regular classroom teachers or aides you have the option of using the loose-leaf reproducible version of the Individual Short-term Plan/Records in addition to plans of your own making.

You will need access to a xerox or other easy to use duplicating machine to duplicate your initial stock of Individual Short-term Plan/Records. You may wish to xerox all or many of the Plan/Records and replenish them whenever your stock drops by simply xeroxing the required number and putting them into the correct place in your folder.

Step I

Carefully review the entire set of Individual Plan/Records. Being thoroughly familiar with the content will greatly increase your ability to use them efficiently. Remember, these Individual Plan/Records are not your only tools. You will have to decide when and when not to use them.

Step II

Consult with the teacher or aide who will be working directly with the child. If possible work with or at least observe the child. Review the range of possible Plan/Records that could be used with the child in question at this particular point in time. Jointly select one or more Plan/Records. Discuss and decide upon the time period to be covered. Keep it as short as practical. Fill in the dates. Discuss the activities. Check to see that proper materials are available. If not, take action to obtain them. Carefully review the criterion statement, make certain that the teacher (or aide) understands it. Leave the Plan/Record with the teacher (or aide) with the understanding that you will be checking on it on your next visit. Arrange for telephone consultation in case there are problems in the meantime.

Step III

As Individual Short-term Plan/Records are completed have the teacher (or aide) fill in the completion date, criteria statement, and signature. Then, collect them in chronological order by location. At the end of the term they will be summarized on a regular Individual Short-term Plan/Record Summary Sheet (Form OF 9). The Project Coordinator will discuss data collection procedures further with you individually.

Directions for Classroom Teachers (and Aides) Who Provide Direct Instruction to Children:

Step I

Carefully examine the entire set of the Individual Plan/Records (Oral Language, Reading, and Mathematics) to become thoroughly familiar with their content. The Plan/Records in each area are arranged roughly in order of difficulty according to the Migrant Skills list, but they do not constitute an iron-bound sequence. Feel free to vary the order and to skip items. Each of these children need many skills. Our task for the moment is to find one or more appropriate tasks he/she needs to undertake now and to get underway with it immediately. You will find that the Short-term Plan/Records will overlap - some plans are suitable for teaching more than one objective, concept, or skill. The Oral Language plans, both primary and elementary, overlap into Reading. Some plans in the Oral Language Elementary level may be also suitable for some primary children. Familiarity with the contents will help you find the skills each child needs. As these tasks are completed another can be started.

Duplicate those plans you need to begin instruction. Replenish and duplicate new Plan/Records as necessary.

Step II

The criterion statements at the bottom of each sheet can be used in a bracketing technique to find an appropriate place to start with the child. After talking with the child select a sheet near the front of an area in which he/she has educational difficulty. Informally test him/her against the criterion statement. If he/she accomplishes it easily, try something considerably more difficult from the back of the area. If that is too hard try something toward the middle, and so on until you have reached a decision as to what might be appropriate.

Step III

After you have selected one or more appropriate Plan/Records simply enter the planned dates at the top of the sheet and get underway with the activities.

Step IV

At the end of the designated time period, or sooner if the child seems to be making rapid progress, check (test) the child according to the criterion statement at the bottom of the sheet. If the child meets the criterion (i.e., passes the test) record that fact by checking the YES space and dating and signing in the designated places. If he does not meet the criterion, do the same after checking the NO space. Enter the total days the child participated out of the total actual school days in the planned period.

Step V

Review your results. Was the task clearly too hard? Too easy? Should you have allowed more time? Less time? Was he/she absent so much that he/she could not be expected to meet the criterion? With these questions and your answers in mind start the selection process for the next Plan/Record. In some cases you may want to modify a Plan/Record. To do so, simply write

directly on the sheet. In extreme cases you may want to create a whole new Plan/Record. Blank forms for that purpose are available from your Area Coordinator. It is suggested that you gain some experience with the Individual Plan/Records before creating new ones. How much experience is sufficient is a matter for your judgment.

Step VI

Keep each student's completed Plan/Records in chronological order. Keep the Plan/Records even if a child leaves the school. At the end of the term all of the Plan/Records will be summarized. Your resource teacher, someone from the area office, or the Project Coordinator will help you with the summary at that time.

SOURCES

Following are a few sources which you may want to consult. Do not feel obligated to look up or use the lised materials. They are only suggestions.

READING SOURCES

* The following materials are published by Barnell Loft. (Specific Skills Series).

  Detecting The Sequence
  Following Directions
  Getting The Facts
  Getting The Main Idea

* The following materials are published by: Creative Teaching Press, 514 Hermosa Vista Avenue, Monterey Park, California 91754.

  Hit the Deck Game, MAK
  Sound Hunt Game

* The following materials are published by Dexter Westbrook.

  Learning To Alphabetize, Books A-C
  Pronoun Parade, Levels A-3
  Understanding Word Groups, Levels A-C
  Word Elements Instructional Aid Pack

* Ideal Vowel Cards, Ideal Press

* The following materials are published by Modern Curriculum Press.

  Phonics Is Fun, Book 1, 2
  Phonics Workbook, A, B, C
  Primary Readers

* Multiple Skills Series, Lowell and Lynwood, 958 Church Street, Baldwin, New York 11510.

Reading Sources--Continued

* The following are published by Frank Schaffer Publications, The Supply Room, 303 Sunnyside Blvd., Plainview, New York 11803. They are available through Learning World.

Alphabetizing Activities
Alphabetizing Skills Game
Antonyms, Synonyms, And Homonyms Game
Beginning Consonant Game
Capitalization And Punctuation Activity Book
Capitalization And Punctuation Games
Final Consonant Games
Finding The Facts
Following Directions
Long Vowel Game
My First Stories
Prefixes, Suffixes, And Syllables
Read Carefully
Read For Meaning
Reading Cartoons
Reading Riddles
Short Vowel Game
Story Sequencing
Strange And Silly Stories
Understanding What You Read
Who, What, When, Where, Why (Duplicating Masters)
Word Endings Activity Book
Listening Skills, Level A, B, C

* The following materials are published by Rand McNally or Lyons-Carnahan.

New Phonics We Use, Books A, B, C
Phonics We Use Game Kit
Syllable Count Kit

* G.O.A.L. Kit - Milton Bradley (Game oriented activities for learning).

* Read, Study, Think, Xerox Corporation

* The following materials are published by Science Research Associates (SRA).

Distar Reading I
Reading Laboratory Games, Nos. 1-7, 10, 20-24

Reading Sources--Continued

* The following materials are published by Milton-Bradley

  Sequence Cards
  G.O.A.L. Kit (Game oriented activities for learning)

* Spache, Evelyn, Reading Activities For Child Involvement, Allyn-Bacon, 1972

* The following materials are published by Step-A-Head Company, 1231 Olive, Eugene, Oregon.

  Check-A-Ship Center (Digraphs)
  Long Vowel Games
  Mystery Marks Center (Punctuation)
  Pair Of Pears Center (Homonyms)
  PETS Center (Short Vowels)
  Round Up Center (Compound Words)
  Ship Ahoy Game

ORAL LANGUAGE SOURCES

* Idea Kit, Ballard and Tighe

* Introducing English, Houghton-Mifflin

* Peabody Language Kits, Levels 1-3, American Guidance Service

MATHEMATICS SOURCES

* The following are published by Curriculum Development Associates, available through the Oregon Math Council, Salem, Oregon

  Common Sense Arithmetic, Robert Wirtz
  Drill And Practice, Robert Wirtz
  Banking On Problem Solving, Robert Wirtz

* Math Their Way, Mary Baratta Lorton, Addison-Wesley Publishing Company

ORAL LANGUAGE SKILLS

Primary, Grades 1-3

INDIVIDUAL SHORT-TERM PLAN/RECORDS

ORAL LANGUAGE SKILLS

MRST Number	Skill	Page
	SOUND DISCRIMINATION	
None	Sound Discrimination - "t", "b"	1
None	Sound Discrimination - Rhyming Pairs	2
None	Sound Discrimination - "b", "bl", "s", "sh"	3
None	Sound Discrimination - "ch", "sh"	4
None	Sound Discrimination - "ch", "sh"	5
None	Word Discrimination - Color Words in Rhyme	6
None	Word Relationships - Difference Between Big and Little	7
None	Name Identification - "My name is _____"	8
None	Common English Sayings - "Hello", "How are you", etc.	9
	LISTENING COMPREHENSION - Oral Directions	
020	Oral One-Step Directions and Commands	10
020	Oral Directions and Commands	11
020	Oral Direction - Opposite Commands	12
020, 440, 460	Commands - Body Parts. Sentence Patterns, Vocabulary	13
020	Directionality - Right/Left, Between, Middle	14
040	Complex (Two-Step) Oral Directions	15
040	Complex Directions - Make a Paper Chain	16
	- Recall	
060	Main Idea of a Story	17
060, 080	Recall Main Events, Sequence	18
080	Sequence of Events in Compound Sentences	19
080	Sequence of Events in a Paragraph	20
080	Sequence of Events in a Story	21
100	Relevant Details; Recall Questions in Arithmetic Problems	22
	- Relationships	
140, 580	Similarities and Differences Within Categories	23
140	Similarities Between Two Objects	24
160	Inference: Predicting Outcomes	25
	CRITICAL LISTENING	
200	Distinguishing Between Fact and Fantasy	26
200	Distinguishing Between Facutal or Fantasy Stories	27

MRST Number	Skill	Page
	BASIC LANGUAGE PATTERNS (Vocabulary - Nouns, Verbs, Pronouns, Adjectives, Questions and Response Format)	
440	Who do you see? I see _____	28
440, 460	Who's this? This is a (family member).	29
440	What do you see?	30
440, 460	What is that? Is that a big/little _____?	31
440, 460	What is this? This is a _____?	32
440, 460, 480	What is she/he? Vocabulary Development - Occupations	33
440, 460	What are they/we? Vocabulary Development	34
None	Question Formation - Who or What	35
440, 460, 480	What does he/she have?	36
440, 480	What do you have/want? I have/want _____.	37
440, 500	What color is this? What do you have/want/see?	38
440, 460, 480, 500	What is it/this? What do you want/have/see?	39
440, 460, 480, 500	Numbers: What do you see? What does he/she want/count/have?	40
440, 460, 480	Where did you/he go? What is it? What did he do? Where are you going?	41
460, 480	Past Tense: What did you/I/he/she/they do?	42
460, 480	Past and Present Verbs: What are you doing? What is he/she doing? What did he/she/you/I do?	43
460, 480, 500	Feelings, Descriptive Adjectives: How are you?	44
440, 500, 540	What is this? Where is the _____? Kitchen Vocabulary	45
440, 460, 480	What time is it? When/where do you eat breakfast/lunch/dinner?	46
440, 480, 540	What do I/you do? What does he/she do? I/you put the _____. Placement of Objects.	47
440, 500	How many are there?	48
440, 460, 500	"Tell me about the picture" - The _____is red. It is red.	49
440, 460, 480	Present Progressive Verb Patterns: I am _____ing, you are ____ing, he is _____	50
440, 480, 580	What am I doing? Clothing Vocabulary	51
440, 460, 480, 500	How many do you have/count?	52
480, 500	What did you find? I found a _____. Tell me about the _____.	53
440	Patterns with Some and Any	54
None	Yes and No Questions/Answers with Do and Have.	55
None	Question/Answer Patterns. Is he/she a _____?	56
None	Question/Answer Patterns. Is it a _____? Are they ____?	57

Additional language patterns will be found in other sections, such as MRST Number 280 (Possessives), Number 300 (I would) patterns, Number 380 (I feel _____), Number 440 (Nouns), Number 460 (Pronouns), Number 480 (Verbs), Number 500 (Adjectives).

MRST Number	Skill	Page
	ORAL EXPRESSION	
280	Describing Objects (Fruit)	58
280	Describing Objects by Size, Shape, Color, and Use	59
280, 440	Describing - Pictures, Body Parts	60
280, 480	Describing an Action	61
280, 500	Describing an Object's Characteristics	62
280	Describing an Event/Personal Experience (walk)	63
280	Describing an Event From One's Life	64
280	Describing Emotions and Physical Sensations	65
280, 440	Describing Objects. Sentence Patterns for Possessives. Classroom Objects Vocabulary.	66
300	Discussing/Imagining. Sentence Patterns - I would see/do...	67
300	Discussing: If Patterns with I would	68
300	Discussing: Positive and Negative Statements with would and would not	69
340	Repeating Sentences About Objects	70
340	Retelling, Repeating: Word Family Sentences	71
340	Repeating, Memorizing the Finger Play "Little Elves"	72
340	Retell a Story in Own Words	73
340	Retell "Goldilocks and the Three Bears" - Puppets	74
340, 420	Dramatize "Goldilocks" - Pantomine and Acting Parts	75
360, 040	Giving Directions	76
380	Express Physical Needs. Sentence Patterns for I am, he is, I need, etc.	77
380	Express Emotions and Wishes	78
400, 320	Storytelling - An Event From Home or School	79
400	Storytelling - "A Place I would Like to Visit"	80
	VOCABULARY DEVELOPMENT - (Also see Basic Language Patterns)	
440	Nouns - Word Meanings	81
440	Definitions of Objects	82
440	Plural Forms of Regular Nouns, s and es	83
440	Plural Forms of Irregular Nouns	84
440, 460	Possessive Nouns ('s) and Sentence Patterns	85
440	Using Context to Teach Word Meanings	86
None	Use of the Articles a and an with Nouns	87
460, 480	Pronouns: Object Pronouns and Sentence Patterns with to look at, to listen to, to like	88
460, 500	Pronouns: Possessive Pronoun Adjectives my and your; Body Parts	89
460, 500	Pronouns: Possessive Pronoun Adjectives his, her	90
460, 500	Plural Possessives: Our, their	91
460, 500	Plural Possessives: His/her and the Article the; Change in Meaning (General or Specific).	92
460	Pronoun Contractions - We're, You're, They're	93

MRST Number	Skill	Page
	VOCABULARY DEVELOPMENT - cont.	
480, 440	Present Tense Verbs with s (Third Person Singular); Community Workers Vocabulary	94
480, 360	To have, to want - Sentence Patterns	95
480	Action Verbs	96
480	Infinitives - to + (plus) Verb	97
480	Infinitives - to + (plus) Verb + (plus) Direct Object	98
480	Past Tense of Regular Verbs, ed Ending	99
480	Past Tense of Irregular Verbs	100
480	Present Participle - ing Ending. Response to "What am I doing?"	101
480, 440	To put on, to wear. Sentence Patterns and Vocabulary for Clothing	102
480	Present Progressive. Question/Answer Patterns	103
480, 440	Present Progressive Plus Direct Objects	104
480	Future Tense, going to Pattern	105
480	To see, to watch, to look - Differences in Meaning and Use	106
500	Adjectives; Sentence Patterns	107
500	Comparative Adjectives with er	108
500	Comparative Adjectives with est	109
500	Comparative Adjectives. Sentence Patterns	110
500	Comparative Adjectives with est	111
500	Comparative Adjectives (Superlatives)	112
500	Demonstrative Adjectives; Patterns - These are, Those are	113
540	Prepositions in and on. Position of Objects	114
540, 360	Prepositions - Positional. (over, under, next to, beside, below, in front of, behind, on top	115
540	Prepositions - beside, next to, in front of, behind	116
540	Prepositions - at, to, away from - Directional Movement	117
540	Prepositional Phrases of Place Following a Direct Object	118
560, 080	Conjunction and in Joining Words. Adjectives Describing Both Objects	119
580	Categories of Objects. Brainstorming	120
580	Categories - Identification, Classification	121
580	Categories. Word that Doesn't Belong	122
620	Opposites (Antonyms)	123
620	Antonyms - Used in Sentence Pairs	124
620, 300	Antonyms in Sentences, with Discussion	125
620, 140	Opposites Using Contrasting Statements	126
None	Word Meaning and Context. Words that Don't Belong	127
None	Word Meaning Using Context	128
None	Word Meaning and Context in Story; Incorrect use of Words, Substitutions	129
440	Vocabulary for Body Parts	130
440	Vocabulary for Five Senses	131
440	Vocabulary for Telling Time. Sentence Patterns	132
440	Vocabulary for Calendar Concepts: Year, Months, Days of Week, Dates	133
440	Oral Vocabulary Building	134

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach sound discrimination of "t" and "b" in a series of words. And to review the concepts of first, middle, last.

Activities: What will be done, when, how much (time), by whom?

1. For "b": To practice contrasting and hearing the b sounds, tell the students to listen carefully as you say 3 words. Two words will have the b sound and one will be different. They must find the "different" word and say if it is first, middle, or last:

boy/toy/boy	ball/tall/ball
like/bike/bike	coat/boat/boat
bear/bear/pear	box/box/socks

2. Do the same for "t":

toy/toy/boy	toe/toe/no
men/ten/ten	top/top/pot
to/do/to	pan/tan/tan

3. Have the students repeat series of words giving attention to the sound of "t" and "b". Repeat them faster and faster.

"b"	bear/pear/bear	bike/like/bike	"t"	ten/men/ten
	ball/tall/ball	box/socks/box		to/do/to
	boat/coat/boat	boy/toy/boy		toe/no/toe
				toy/boy/toy
				boat/bowl/boat
				plate/plane/plate

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of 3 words, 2 beginning with a "b" or "t" and one different, the word that doesn't begin with a "b" or "t" is the one they should choose. This should be done with 90% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To practice contrasting initial consonant sounds in rhyming pairs.

Activities: What will be done, when, how much (time), by whom?

1. Ask the students to repeat the following rhyming pairs of words: (only say each pair one time) Do it faster and faster.

-green bean
-long song
-these peas
-white light
-blue shoe
-to new
-boo do
-no toe
-ten men
-tan fan
-fat cat
-bear's chairs

2. Using the above pairs, ask the students to:
-identify the beginning sound of each word in the pair.
-say the rhyming part of each pair of words.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will repeat the rhyming pairs and identify the beginning sounds of each pair and the rhyming sound of each pair, with 90% accuracy after 1 class session.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach sound differences of initial "b" and "bl," and initial "s" and "sh" through tongue twisters.

Activities: What will be done, when, how much (time), by whom?

Teach the following tongue twisters to help in discriminating initial sounds "s/sh" and "b/bl". Repeat them over and over until the students know them well. Once they know them, try to say them fast and still differentiate sounds.

1. b/bl "A big black bug bit a big black bear."

2. s/sh "She saw seashells down by the seashore."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will recite the above tongue twisters differentiating initial sounds "s/sh" and "b/bl" with 80% accuracy after 6 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last First or
Grade Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To practice saying the "ch" and "sh" sounds in single words or in sentences and to discriminate between the two sounds.

Activities: What will be done, when, how much (time), by whom?

1. Using the following series of words ask the students to:
   a) Repeat the series as they hear it. You will only say it one time.
   b) Tell you which word is different - first, middle, last.

shoe - chew - shoe	wash - wash - watch
chin - shin - shin	sheep - cheap - sheep
share - chair - chair	cash - catch - catch
cheese - she's - cheese	ditch - ditch - dish

2. Repeat these sentences:

She's washing the shirt and the shoe.
She's washing the cherries.
Share your chair with a friend.
He catches the fish.
The wolf is catching the sheep.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

As judged by the teacher, the student will correctly pronounce "ch" and "sh" words as presented in a series of three with 80% accuracy after 3 sessions.

Given a series of 3 words, 2 alike and 1 different, the student will identify the different word by telling if it is first, middle, or last, with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to make the ch and sh sounds correctly.

Activities:

1. Provide practice drills using ch and sh words. (Example: shoe, ship, shirt, shell, cherry, chair, chop, chin, etc.)

2. Play "concentration" by having students match two pictures of things beginning with ch and sh. All cards are placed face down. Students take turns turning over two cards. If they match, they continue their turn. If they don't match, they turn the cards back over and remember where they were for future matches. Most pairs wins!

Criterion: What specific evidence will we accept to indicate that the objective was attained?

As judged by the teacher, the student will pronounce 10 ch and 10 sh words correctly for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to recognize the name of a color when it is given in a series of rhyming words.

Activities: What will be done, when, how much (time), by whom?

*Give each student a set of colors (chips, circles, etc.) Tell them: "Listen for the name of a color. When you hear the color, hold up the color chip, (circle, button, etc.) you have in front of you that matches the name."

Say:

1.	sack	tack	black	back
2.	said	red	bed	Ned
3.	town	clown	brown	down
4.	mellow	yellow	jello	fellow
5.	blue	threw	two	you
6.	Jean	seen	green	bean
7.	fright	white	bright	night
8.	pink	sink	link	mink

*This can be done with other categories of words (numbers, fruits, etc.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of rhyming words, the student will identify the name of a color with 90% accuracy after 2 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First or
Grade Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to recognize the difference between big/little and use it correctly within the context of a sentence.

Activities: What will be done, when, how much (time), by whom?

*Read the story "Too Big - Too Little"

"Tomorrow Billy and his Dad are going to the river to fish. They went to bed very early because they had to get up early --before the sun. When the alarm clock made its loud wakeup noise, Dad crawled out of bed and tried to put on his shoes. It was dark and he couldn't see the shoe, but his foot wouldn't go in the shoe. Billy crawled out of bed and tried to put his shoe on. It was dark and he couldn't see but his foot felt lost in the shoe. Dad said, "This shoe is too _____. Billy laughed and said, "This shoe is too _____."

Discuss the story - What happened? Name other things that are too little for a Dad (man) and too big for a boy. Brainstorm other things that are too big for things (too big to put into a pocket) or too small for things (too small to see far away.)

*Peabody Language Development Kits, Level No. 1, Lesson No. 34, p. 44.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will use the word "big" or "little" in a given story or sentence with 90% accuracy after 1 class session.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To demonstrate oral comprehension of student's name in English using name cards and the phrases that correspond to the question, "What is your (his, her, my) name?"

Activities: What will be done, when, how much (time), by whom?

1. Have the students draw pictures of themselves and write their names below the picture. They can introduce themselves to the class.

2. Class drill: "What is your name?/My name is . . . What is his/her name?/His/Her name is . . . What is my name?/Your name is . . . "

3. Give a name card to each student. Use drill: "Show me your name. What's your name?"

4. Game: Match name cards to pictures. Use "Show me the picture for this name. What's her/his name?"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Using the above question/answer pattern and vocabulary, the student will respond with 80% accuracy for 3 consecutive class sessions.
2. Given a name card, the student will say the name and match it to the corresponding person, with 80% accuracy for 3 consecutive class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop understanding and usage of the following common English sayings:

- Hello
- Goodby
- Please
- Thank you
- Good Morning
- How are you?
- I am fine

Activities:

Use proper English when the student arrives and leaves the sessions.

Use conversation drill in role playing situations where two people meet. Have the students trade roles.

1st -- Hello (name).
2nd -- Hello (name). How are you?
1st -- I am fine. Thank you.
2nd -- Good bye (name).
1st -- Good bye (name).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

As judged by the teacher, the student will use the above phrases correctly in his/her oral speech.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop oral comprehension of the following commands:

- Sit.
- Bring me the (cat, ball, crayon).
- Stand.
- Go to the (door, chair, table, or another student).

Activities:

Give commands and provide students with the opportunity to respond.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

On command the student will respond with 80% accuracy for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop oral comprehension of the following commands:

- Give the _____ to _____.
- Put the _____ on the table.

Activities:

Provide opportunities for students to respond correctly to the above commands using vocabulary picture cards or objects on hand such as: book, pencil, doll, crayon, paper, etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will respond with 80% accuracy to the above commands for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area: Oral Language Skills List No. 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify opposites using a command pattern.

Activities: What will be done, when, how much (time), by whom?

Choose pairs of opposites: up/down, push/pull, open/close, high/low, loud/soft, large/small, catch/throw.

First, go over the pairs of opposites you chose to teach. Have the students pantomime or act out each pair. Explain that you are going to do an activity where they listen and do what is said. Model it as you start. Say each command and do it.

Example:
Stand up. --- Sit down.
Reach high. --- Reach low.
Clap fast. --- Clap slow.
Open your eyes. --- Close your eyes.
Catch a ball. --- Throw a ball.

Variation: "Sammy Opposite." The object of this game is to do the opposite of the given command. If you say sit down, Sammy Opposite stands up. Do it as a group or have the students take turns giving commands and being Sammy Opposite.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will act out each pair of commands with 100% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record Form OP 8
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 020, 440, 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- This is my (nose, eye, foot, ear, hand, finger, arm).
- That is your (leg, face, lip).
- These are my (legs, feet, teeth, fingers, eyes).
- Those are (noses, ears, hands, arms).

Activities:

1. Provide repetitive sentence pattern drills using yourself and the student for vocabulary models.

2. Give command: "Touch your (nose, ear)" etc., and have the student respond correctly.

3. Make cards with a different body part on each card and place in a pile. Give each student a piece of paper, allow student to make the trunk part of the body only. As student draws a card, he adds that part to the body on his paper. The first one to complete the whole person wins. If a student draws a body part he already has, he has no play for that twin.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary, the student will respond with 80% accuracy to the following questions: "Touch your _____" for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the students concepts of directionality: right, left, in between, and in the middle.

Activities: What will be done, when, how much (time), by whom?

Select different pictures or objects already known to the students. Using the 3 following patterns, do repetitive drills:

1. What picture is right/left of the (name picture)?
   What picture is between the _____ and _____?
   What picture is in the middle?

2. Show me the picture just to the left/right of _____.
   Show me the picture in between _____ and _____.
   Show me the picture in the middle.

3. Bring me the picture to the right/left of the _____.
   Bring me the picture in between the _____.
   Bring me the picture in the middle.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns, the student will respond correctly (verbally, showing, or bringing) to the directives, with 90% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 040

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop oral comprehension of commands with 2 or more directions.

Activities: What will be done, when, how much (time), by whom?

1. Begin by giving simple commands of "Sit down, stand up, etc." and introduce a more complex command such as: "Go to the door and open it" or "Take 3 steps to the right and then take 2 steps backwards." As the students' comprehension skills build, make the directions more complex.

2. Form groups of 2 and tape record instructions on how to reach a treasure or treat. Give each group different instructions and a treasure or treat to find.

3. Play "Simon says." Give different students a chance to be "Simon."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will respond with 80% accuracy to a complex command as patterned above for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 040

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to make a paper chain by following oral directions given by the teacher.

Activities: What will be done, when, how much (time), by whom?

Give each student 3 strips of: red, white, blue, yellow, green, orange, brown, and black paper and some paste. Say: "Listen carefully. Today we are going to make a paper chain but you must listen carefully to what I say. We will make it with red, white, blue, and yellow strips. You must paste the colors together just the way I tell you to. I will say it once and only once. Let's see who can make it exactly the way I tell you to."

Begin by making chains of 3 colors and then larger as students can do them. Make it a game to increase interest.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will construct a paper chain using colors as directed by the teacher, with 100% accuracy after 3 class periods.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 060

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to relate the most important main thought or idea of a given story.

Activities: What will be done, when, how much (time), by whom?

1. Choose a story like "Goldilocks and the Three Bears," "The Three Billy Goats Gruff," "The Gingerbread Man," "The Little Red Hen," or "The Three Little Pigs," and relate it to the class using pictures, flannel board and cut-outs, or filmstrip.

2. Have the students take turns telling the story using visuals.

3. Have the students draw their own pictures and retell the story.

4. Play the think game. Using the sentence, "I think the most important part of this story is . . ." Using the students' replies, reconstruct their version of the story.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a story title, the student must be able to relate the main idea of the story with 80% accuracy after 3 weeks of classes.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 060, 080

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop comprehension of the story "Goldilocks and the Three Bears" using the skills of listening, recall, and sequencing story events.

Activities: What will be done, when, how much (time), by whom?

1. Provide a tape, film strip or read story of "Goldilocks and the Three Bears" for the students.

2. Have them recall the story by asking questions about characters, objects, events in the story.

3. Provide or make pictures of different parts of the story. Have the students sequence the pictures according to story and explain the sequence they chose.

4. Ask questions about each character and what that character may say or do. For example: "What did baby bear say when he saw that his chair was broken?"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the story "Goldilocks and the Three Bears" the student will recall main events and characters and put pictures from the story in proper sequence, with 100% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 080

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to listen to and relate the sequence of events in a given compound sentence.

Activities: What will be done, when, how much (time), by whom?

1. Form several compound sentences where 2 or more things happen, and ask the students, "What happened first? What happened next (last)?" EX. After it rained, the boy put on his boots and he ran to the barn to see the horse.

2. Have the students draw pictures about the sentences and why it might be wrong or might not make sense to mix up the order.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a compound sentence, the student will relate the sequence of events in the sentence with 80% accuracy after 2 consecutive classes.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 080

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to listen to and relate the chronological events in a given paragraph.

Activities: What will be done, when, how much (time), by whom?

1. Choose a short paragraph from a reading book or write one. Read it to the students. For beginning students it works better to use pictures. Ex: Sam and Ann went to play baseball with their friends. First Sam was at bat and Ann was the pitcher. Ted was at bat after Sam. Ann was at bat last, and she had a hit.

Ask questions like "Who was at bat first? Who was next? Who was at bat last?" Continue with other short paragraphs.

2. Make pictures or find pictures to show a sequence of events. Give each student a chance to tell about the sequence of events.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Upon hearing a paragraph about related events, the student will relate in chronological order the sequence of events as heard, with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 080

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to listen to and relate the sequence of events of a given story by orally relating the events or putting pictures about the story in the order that they happened.

Activities: What will be done, when, how much (time), by whom?

1. Choose some short stories such as "The Three Pigs," "The Little Red Hen," or "Goldilocks and the Three Bears." Use visuals or pictures to tell the story. Have the students retell the story in their own words making sure to keep the sequence of events in proper order.

2. Give the student a series of pictures about a story and check to see if they can put them in order and tell the story.

3. Mix up the sequence of pictures or say sentences out of order in a story and have the students correct it. Tape record the students.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a story, the student will order events or pictures about the story in the proper sequence in which they occurred with 80% after 5 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 100

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop listening comprehension skills by solving simple arithmetic problems and answering recall questions about them.

Activities: What will be done, when, how much (time), by whom?

Make up several simple arithmetic problems to fit the level of the group to be taught. Explain that you will say each problem only once. The students must try to remember everything they can about each problem to answer questions later. A bonus point is given to the student who can solve the problem.

Sample:

Problem: Mary went to the store. She bought 3 popsicles. The popsicles cost 25 cents for each one. How much did Mary need to buy the popsicles?

Recall Questions:

1. Who went to the store?
2. What did she buy?
3. How many popsicles did she buy?
4. How much was each popsicle?
5. How much money did Mary need?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will listen to a problem one time and answer recall questions about each problem with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 140, 580

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to recognize and identify similarities and differences between objects within a given category of words.

Activities: What will be done, when, how much (time), by whom?

1. Choose a category of words such as people, animals, furniture, food, etc. Find pictures to use and put them up or have students hold them so all can see. Tell the students: "We are going to look at some pictures about (children - or any other category). Let's see how these children are alike. Name some things that are the same or nearly the same about each child. Let's see how they are different." Form teams to see how many things each team can find - alike and different. Or give them one minute to find as many things alike and different as they can.

Some sample questions to use in discussion:

1. Are all the children boys or girls?
2. How are boys dressed differently from girls?
3. How are girls dressed differently from each other?
4. Do all the children have the same color hair?
5. Do they have the same color of skin?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a group of pictures (children, animals, foods, etc.), the student will identify at least 5 differences and 5 similarities between objects or people after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 140

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student that 2 objects can be similar yet different, using the following patterns:
-similarities Both are _____
-differences The _____ is for/to _____; the _____ is for/to _____.

Activities: What will be done, when, how much (time), by whom?

Using the following pairs of objects, elicit similarities and differences about them from the student.

Example: desk and chair

Similarity: Both are (pieces of furniture).
Difference: The (desk) is to write on; the (chair) is to sit on.

Phrases:

penny and nickle
soap and eraser
floor and ceiling
paper and book
pencil and crayon
chalk and crayon

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given two objects, the student will give a similarity between the 2 objects and tell the differences between the 2 objects, with 80% accuracy after 2 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 160

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to be able to predict or determine an outcome to a story using a familiar story and putting his/her own ending on it.

Activities: What will be done, when, how much (time), by whom?

Find the story "The Gingerbread Man." Either read or tape it for the class using pictures. Leave off the ending (he's gobbled up by the fox) and have each student draw a picture to show his/her own ending to the story. When they tell their own ending, tape it and retell it to the class adding each student's ending.

Put the students' pictures up on the bulletin board under the question, "What happened to the Gingerbread Boy?" (Write each student's ending for him/her under the picture.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the story, "The Gingerbread Boy" without the ending, the student will verbally give his/her own ending and draw a picture to represent his/her own ending to the story.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 200

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to distinguish between a statement of fact and a statement of fantasy.

Activities: What will be done, when, how much (time), by whom?

Use the following sentences or prepare some that are similar and say to the class: "I am going to say some sentences. Some are true and some are very silly. If the sentence is true, I want you to repeat it. If it is silly, I want you to tell me why it is silly."

1. Cats can fly.
2. A race car can go very fast.
3. A mother's shoe can drive the car.
4. For lunch Mary ate a banana and a shirt.
5. Some flowers bloom upside down.
6. A bird can sing.
7. Sometimes a banana can sing.
8. Mary went to the park to swing.
9. Sometimes mother can eat an apple.
10. A fish can tell time.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a group of statements, the student will say whether a statement is fact (true) or fantasy (silly), with 80% accuracy after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 200

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the students to differentiate between a factual story or a fantasy story.

Activities: What will be done, when, how much (time), by whom?

1. Look in reading books or find stories in the library that depict real-life situations and stories that depict fantasy. Read each to the class and discuss the following: Who are the important characters/people in the story? What happened in the story? Is this something that can really happen? Could it happen to you? What is real? What is not real? Why do you think so?

2. Have the students try to make up a fantasy story.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will listen to and determine whether a story is factual or fantasy by listing one reason or point of proof from the story to support his answer.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 440

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student to identify people by responding to "Who do you see?"

Activities: **What will be done, when, how much (time), by whom?**

1. Use students or pictures of people and elicit full sentence responses to the following: "Who do you see?"

2. Let the student ask another student: "Who do you see?" (chain drill) Continue until all have a chance to ask and respond.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When shown a person or a picture of a person, the student will verbally respond to the question "Who do you see?" with 90% accuracy for 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440 & 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- This is a family.
- This is my father.
- This is her mother.
- That's his brother.
- She's their sister.
- That's (grandfather/grandmother).
- That's Aunt (Maria, etc.).

Activities:

1. Provide repetitive sentence pattern drills using pictures of different families.
2. Ask "Who's this?", and elicit the correct student response.
3. Have the students bring in family pictures or draw a picture of their own families and use these pictures to practice the above sentence patterns and vocabulary.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions the student will answer the question "Who's this?" with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 440

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student to identify objects or animals by responding to "What do you see?"

Activities: **What will be done, when, how much (time), by whom?**

1. Select pictures of several kinds of objects and animals. Show these to the students and have them respond to : "What do you see?" "I see a _____."

They must answer in full sentences.

2. Let the student choose a picture and ask another student: "What do you see?" Continue until each student has a turn to ask the question.

3. Change the subject of the question:
"What does he/she see?"
"What do they see?"

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When shown a picture of an object or an animal, the student will verbally respond with 90% accuracy for three consecutive sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OSP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440 & 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- This is a big (ballon, swing, yo-yo).
- That is a little (slide, marble, basket).
- Yes, that is a big (ballon, swing).
- No, that is a little (slide, marble).

Activities:

1. Use repetitive sentence drills using picture cards or real objects for vocabulary words.

2. Ask questions, "What is that?" and "Is that a big/little (vocabulary)?" and elicit the correct student response.

3. Place a big and a little picture card of each vocabulary word face down on the table and take turns to match them. To keep a matching pair the student/teacher must say the correct sentence. The one with the most cards wins.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using big and little picture cards of the above vocabulary; the student will respond during three consecutive sessions with 100% accuracy to the following questions:

- What is that?
- Is that a (little/big) (vocabulary)?

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440, 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

. This is a (bear, cat, ball, car, crayon, dress, door, hat).

Activities:

1. Provide repetitive sentence pattern drills using picture cards or real objects for vocabulary words.
2. Ask question: "What is this?" and elicit correct student response.
3. Make Bingo cards and play Bingo using sentence patterns and vocabulary.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When asked: "What is this?" the student will respond during three consecutive sessions with 100% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OY 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,460,480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- He is a (doctor, man, mailman, fireman, father, boy).
- She is a (woman, girl, nurse, dancer, teacher, mother).
- I am a girl.
- You are a boy.

Activities:

1. Provide repetitive sentence drills using picture cards.
2. Ask: "What is (he/she)?", "What are you?", "What am I?" and elicit the correct student response.
3. Turn cards face down. Have the student turn over one at a time. Ask: "What are you?", "What is he/she?"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When asked: "What is he?", "What is she?", "What are you?" or "What am I?" the student will respond with 80% accuracy using the above sentence patterns and vocabulary words during three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,460

Objective: What are we trying to accomplish for this student in this content area, in this short period of t

To teach the following sentence patterns and vocabulary:

- They are (nurses, dancers, policemen, foremen, children, people).
- We are (quiet, sleepy, hot, funny).
- He is (Mr. Garcia).
- She is (Miss Smith).
- She is (Mrs. Jones).

Activities:

1. Provide repetitive sentence drills using picture cards for vocabulary words.

2. Ask: "What are (they/we)?", "How are (they/we)?", "Who is (he/she)?" and elicit correct student response.

3. Using cards of singular and plural nouns (nurse, nurses) etc., play "concentration" by placing cards face down on table. Have students try to match singular and plural pictures and practice sentence patterns. (Example: "She is a nurse." "They are nurses.") The student with the most pairs wins!

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When asked: "What are we?", "What are they?", "How are we?", "How are they?", "Who is he?" or "Who is she?", the student will answer with 80% accuracy using the above sentence patterns and vocabulary for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student the difference between who/what by formulating questions about pictures.

Activities: What will be done, when, how much (time), by whom?

1. Select pictures of people, objects, or animals. Model for the students: (Hold up a picture of a person). "Who do you see?" and (Hold up a picture of an object or animal). "What do you see?" Continue to hold up different pictures and elicit the correct Who/What question from them.

2. Let students pair off and quiz each other.

3. Divide into 2 teams and alternate showing a picture to each. Each student must give the correct Who/What question to fit the picture. One point for the correct question is given. The side with the most points wins.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When shown a picture of a person, an object, or an animal, the student will formulate the who or what question with 90% accuracy for 3 consecutive sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440.460.480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- He has a (hat, balloon, truck, kite).
- She has a (scooter, slide, block).

Activities:

1. Provide repetitive sentence drills using pictures or real objects for vocabulary words.
2. Ask: "What does (he/she) have?", and elicit correct student response.
3. Use hand puppets and give the puppets different objects. Ask: "What does (he/she) have?", and elicit correct response.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When asked "What does he have?" or "What does she have?", the student will respond with 80% accuracy using the above sentence patterns and vocabulary for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440, 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- I have the (truck, airplane, kite, boat, bat).
- I want the (doll, wagon, rope, chair, table).

Activities:

1. Provide repetitive sentence pattern drills using picture cards or real objects for vocabulary words.
2. Ask: "What do you (want/have)?" and elicit correct student response.
3. Using picture cards and beans, etc., play tic-tac-toe. Place 9 cards on the table. When correct sentence pattern is used child/teacher may place bean on that picture. Three in a row wins!

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary the student will respond with 80% accuracy to the following questions: "What do you have?" and "What do you want?" for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- This color is (red, green, blue, yellow, black).
- This is a blue (balloon, car).
- I have a red (dress, ball). I see a yellow (hat, marble).
- I want the green (truck, crayon).

Activities:

1. Provide repetitive sentence pattern drills using picture cards or real objects.

2. Ask questions: "What color is this?", "What do you (want, have, see)?" and elicit correct student response using the color.

3. Take a walk and identify objects of the above colors.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When asked: "What color is this?", "What do you want?", "What do you have?" or "What do you see?" the student will respond during three consecutive sessions with 80% accuracy using the above sentence patterns and colors.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,460,480, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- This is a purple (bell, box, pencil). . It is a (window, chalkboard).
- I have a white (desk, chalk, eraser).
- I want the orange (book, paper, bus).
- I see the brown (school, floor, wall, ceiling).

Activities:

1. Provide repetitive sentence drills using picture cards or real objects for vocabulary words.

2. Ask questions: "What do you have?", "What do you want?", "What do you see?", "What is this?", "What is it?" and elicit the correct student response.

3. Use dittos and have students color different objects in picture on command.

4. Have student match different shapes of the same color, ask: "What color is this?" and elicit the correct response from the student.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When asked "What is it?", "What do you see?", "What is this?", "What do you have?" or "What do you want?" the student will respond with 80% accuracy using the above sentence patterns and vocabulary words during three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record **Form OF 8**
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440, 460, 480, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- I see (six/seven) (beds/lamps).
- Ann wants (eight/nine) (rugs/stoves).
- He counts ten (stoves/refrigerators).
- She has seven (mirrors/mops).

Activities:

1. Provide repetitive sentence pattern drills using picture cards with sets of objects representing the above numbers of vocabulary words or real objects for counting.

2. Ask: "What do you see?", "What does (he/she) (want/count/have)?" and elicit correct student response.

3. Play "Whisper Games" by whispering one of the sentence patterns in a student's ear. The student whispers it to the next person, etc. The last person repeats it out loud.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary the student will respond with 80% accuracy to the questions: "What do you see?", "What does (he/she) (want/count/have)?" for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record **Form OF 8**
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,460,480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- Juan is going to the (farm, dentist, airport, party) today.
- He went to the (store, beach, zoo) yesterday.
- Mother took Lorena to the (circus, parade) yesterday.
- It's a (farmer, rake, fence, gate, turkey, chicken, cow, calf, pig, goat).

Activities:

1. Provide repetitive sentence pattern drills using picture cards for the vocabulary words.

2. Ask "Where are you going?", "Where did you go?" and "What did (he/she) do?", "What is it?", and elicit the correct student response.

3. Draw a farm scene on paper or chalkboard. Have objects or pictures respresenting farm vocabulary. Give commands (Put the chicken on the fence., etc.). Student responds "I put the chicken on the fence.", etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary, the student will respond with 80% accuracy to the following questions: "What did he do?", "Where are you going?", "Where did you go?" and "What is it?" for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 460, 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- I (skipped/jumped /walked /hopped /danced).
- He (washed /dried) his face.
- She (opened/closed) the door.
- You looked at the picture.

They brushed their teeth.

Activities:

1. Review the present tense of the above words. (Example: I am skipping, etc.)
2. Provide repetitive sentence drills using the past tense.
3. Ask: "What did (I/you/he/she/they) do?" and elicit the correct response.
4. Have students or teacher pantomime actions and have student tell what (he/she/you) did.
5. Use photographs of students doing the above and practice past tense.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions, the student will answer: "What did (you/I/he/she/they) do?" with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 460, 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- I gave (him/her) a ball.
- I am bringing you the book.
- I brought you the cat.
- You made the cookies.
- He is taking the chair.
- He took the pencil.
- She sang a song.

Activities:

1. Provide repetitive sentence pattern drills using picture cards or real objects for vocabulary words.

2. Ask: "What are you doing?", "What is he/she doing?", "What did (you/I) do?", "What did (he/she) do?" and elicit the correct student response.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions the student will answer the questions: "What are you doing?", "What did (you/I/he/she) do?" and "What is (he/she) doing?" with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OSP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 460,480,500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- I am (hungry, sleepy, warm, cold, thirsty).
- You are (sick, happy, quiet, funny, busy).

Activities:

1. Provide repetitive sentence pattern drills using picture cards of the vocabulary words.
2. Ask: "How are you?" and elicit correct student response.
3. Ask: "How am I?" and elicit correct student response.
4. Pantomime actions for the vocabulary words and take turns guessing them.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When asked: "How are you?" or "How am I?" the student will respond during three consecutive sessions with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,500,540

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:
- These are (cups, saucers, dishes, glasses).
- This is a (knife, fork, spoon, pan, napkin, bowl).
- The plate is on the shelf.
- He put the fork beside the plate.

Activities:

1. Provide repetitive sentence pattern drills using pictures or real objects for vocabulary development.

2. Ask: "What is this?", "What are those?", "Where is the plate?", "Where did he put the fork?" and elicit correct responses.

3. Make cards representing the various objects needed to set a table. Put cards in a pile and have the children take turns drawing. Whatever they draw they add to their place setting. First one who sets his/her place setting wins.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary the student will respond with 80% accuracy to the questions: "What is this?", "Where did he put the (fork, etc.)?", "Where is the (plate, etc.)? for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,460,480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- It's time to eat (breakfast, lunch, dinner).
- We go to school in the morning.
- We eat lunch at noon.
- We eat lunch in the (cafeteria, kitchen, dining room).

Activities:

1. Provide repetitive sentence pattern drills using pictures of things that happen at different times of the day (going to bed, going to school) etc., pictures of morning, noon, night, etc.

2. Ask the following questions: "What time is it?", "Where do you eat (breakfast, lunch, dinner)?", "When do you eat (breakfast, lunch, dinner)?", and elicit the correct student response.

3. Use a clock. Set the clock at different times and show pictures of activities one does or places one goes at that time. Elicit student response.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary, the student will respond with 80% accuracy to the following questions: "What time is it?", "When do you eat (breakfast, lunch, dinner)?", and "Where do you eat (breakfast/lunch/dinner)?" for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,480.540

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:
- I put the (shoe, coat, shirt, jacket) on the table.
- You put the (skirt, raincoat, purse, sweater) in the box.
- He/she puts the (umbrella, shirt, tie, glove) under the chair.

Activities:

1. Provide repetitive sentence drills using picture cards and real objects for the vocabulary words.
2. Give commands and have student respond with correct action and sentence. (Example: "Put the skirt on the chair." Student would say: "I put the skirt on the chair.")
3. Ask: "What does (Maria) do?" and elicit the correct student response.
4. Ask" "What do (I/you) do?" and elicit correct student response.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions the student will answer the questions: "What do (I/you) do?" and "What does (he/she) do?" with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- There are two lamps in the living room.
- There is one stove in the kitchen.
- There are four mirrors in the bathroom.
- There is one table in the dining room.
- There are three beds in the bedroom.

Activities:

1. Provide repetitive sentence drills using picture cards for vocabulary development.

2. Ask: "How many are there?" and elicit the correct student response.

3. Make rooms of a house on paper or construct one out of cardboard boxes. Have student place objects in different rooms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary, the student will respond with 80% accuracy to the following question: "How many are there?" for three consecutive days.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,460,500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- The (tomato, apple, cherry) is red. It is red.
- The (lemons, pears, bananas) are yellow. They are yellow.
- The (carrot, potato, nut, egg) is little. It is little.
- The (oranges, lettuce, cookies) are big. They are big.
- Other vocabulary: milk, bread, butter, meat, corn.

Activities:

1. Provide repetitive sentence pattern drills using picture or real objects for vocabulary words.
2. Command the student: "Tell me about the picture." and elicit the correct student response.
3. Make Bingo cards and play Bingo using the vocabulary words above.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions the student will respond to the command: "Tell me about the picture." with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,460,480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- I am (jumping, running, skipping, dancing, hopping, walking).
- You are (washing, brushing, drying) your (face, hair, hands).
- He is (closing, opening, reading) his (box, door, book).
- She is (singing, drawing, drinking) her (song, picture, water).

Activities:

1. Provide repetitive sentence pattern drills using picture cards showing people performing the above actions.
2. Pantomime the above actions and have student try and guess what you are doing.
3. Ask: "What am I doing?", "What are you doing?" or "What is (he/she) doing?" and elicit correct student response.
4. Give command: "Sing a song", "Open the door", etc., and have the student perform using pantomime or real objects if available.
5. Take pictures of students themselves performing actions and use these to practice sentence patterns.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions the student will answer the questions: "What am I doing?", "What are you doing?" and "What is he/she doing?" with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

69

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 440, 480, 580

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student different classifications of clothing and to answer the following: What am I doing?

Activities: **What will be done, when, how much (time), by whom?**

1. Make or find pictures of different articles of clothing. Review each picture of clothing: its name, purpose, etc.

2. Put up all the pictures and ask the students to find clothes to fit the following categories: clothes you pull over your head, to play, to work, or for good; clothes for rainy, cold, hot, snowy days.

3. Have all participate in pantomiming different actions of getting dressed; tying shoes, zipping, buttoning, putting shirts on, putting pants on, etc. Ask, "What am I doing?" Students must answer using a full sentence.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

1. When given a pantomime situation of an action of getting dressed, the student will answer using a full sentence with 80% accuracy, after 3 class sessions.

2. Using the categories or classification of clothing stated above, the student will place pictures of clothing in the proper category with 80% accuracy after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 440,460,480, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- He has three (dogs, monkeys, apples, bananas).
- I count four (horses, carrots, tomatoes).
- You count two (eggs, houses, airplanes).
- We are counting five (cherries, oranges, cookies).
- I have one (ball, car, top).

Activities:

1. Provide repetitive sentence pattern drills using picture cards or real objects for vocabulary words.

2. Ask: "How many do (I/we/you) count?", "How many do (I/you) have?", "How many does (he/she) have?", and "What are you doing?" and elicit correct student response.

3. Give command: "Hold up (one/two/three) crayons." Have the student tell you how many he holds up.

4. Play game of "Fish" using cards with duplicate sets of objects 1-5. Deal 3-5 cards depending on the number of players. Students take turns asking each other: "Do you have (3 dogs)?" etc. If student does he must give it up. If he does not, the student who asked "fishes" from the pile of remaining cards. One with most pairs wins! Could make cards in the shape of a fish.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions, the student will answer the questions: "How many do (I/we/you) count?", "How many do (I/you) have?", "How many does (he/she) have?", and "What are you doing?" with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 480, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:
- I found the (nurse, teacher, policeman).
- He is (sleepy, thirsty, happy, cold, hot).
- She is (funny, sick, hungry).

Activities:

1. Provide repetitive sentence drills using picture cards or real objects for vocabulary words.

2. Ask: "What did you find?" and elicit correct student responses.

3. Say: "Tell me about the (nurse) etc., and elicit correct response such as: "She is sleepy", etc.

4. Put pictures in a bag. Have student pull out one at a time. Ask: "What did you find?" and elicit a response.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When asked: "What did you find?" or told: "Tell me about the (nurse, teacher)", etc., the student will respond with 80% accuracy using the above sentence patterns and vocabulary for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area:** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach patterns with some and any.

Activities: What will be done, when, how much (time), by whom?

1. Find pictures of various types of food. Provide a drill with questions and answers eliciting responses using "some" or "any." Point out the difference between some and any:

"Does Daniel want some fruit?"
"No, he doesn't want any fruit. He wants some vegetables."
"Does Mary want some milk?"
"No, she doesn't want any milk. She wants some juice."

Continue going through picture cards and the students.

2. Give out at least 2 each of different classroom objects: crayons, paper clips, rubber bands, pens, or pencils. Then ask:

"Does (name of student) have any (pens)? (or other objects)
"No, he/she doesn't have any (pens). He/she has some _____."
"Do you have any (objects)?"
"No, I don't have any (objects). I have some (objects)."

Elicit full sentences from the students.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns, the student will respond to the questions with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area:** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach statements and yes/no questions with have, and short answers with do. Also, to reinforce words like brother, sister, big, little, and baby.

Activities: What will be done, when, how much (time), by whom?

1. Ask the students to draw a picture of their brothers and sisters.

2. Procedure of Sample Drill:

T: How many brothers (sisters) do you have?
S: I have _____ (brothers/sisters).
T: Is this your big brother?
S: Yes, it is.
T: How old is he?
S: He's nine.
T: What's his name?
S: _____
T: Do you have a baby sister?
S: Yes, I do./No, I don't.
T: Who's this?
S: That's my little sister.

Continue the drill with the class.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary, the student will respond with 80% accuracy to the questions, with 90% accuracy after 3 consecutive sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District. _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- Is he a man? Yes, he is. He's a man.
- Is she a nurse? No, she's not. She's a teacher.
- Are you a girl? Yes, I am. I'm a girl.
- Am I a boy? No, you're not. You're a woman.

Activities:

1. Provide repetitive sentence pattern drills using picture cards or people for the vocabulary development.

2. Hide a picture of a person under a paper or cloth. Choose one student to see who's hiding. The other students take turns asking: "Is (he/she) a (policeman/nurse)" etc. The student who knows answers correctly. When a student guesses, he becomes the leader.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions the student will answer the questions: "Is he a (man)?", etc., "Is she a (nurse)?" etc., "Are you a (girl)?" and "Am I a (boy)?" etc., with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- Is it a big ball? No, it's not. It's a big hat.
- Is it a little dress? Yes, it is. It's a little dress.
- Are they apples? Yes, they are. They're apples.
- Are they yellow? No, they're not. They're red.

Activities:

1. Provide repetitive sentence pattern drills using picture cards for vocabulary words.

2. Divide students into two teams. Give each team a "Treasure Box". Using picture cards of singluar and plural nouns, have students take turns asking each other questions like those above. If student answers correctly, he places it in his "Treasure Box". If not, it goes back in the pile, The one with the most treasures at the end wins. Be sure to give help if student can't say the pattern.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions the student will answer the questions: "Is it a (big ball)?" etc., and "Are they (trucks)?" etc., with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area:** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 280

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to describe a fruit or guess the name of a fruit when given a description of it.

Activities: What will be done, when, how much (time), by whom?

1. Select pictures of fruits and review the names of the fruits.
2. Describe each fruit as they see it.
3. The teacher selects a fruit and describes one characteristic about it. The students try to guess. If they don't, describe another characteristic. Continue until the fruit is guessed.
4. Pass out pictures to each student. They must describe them and have the other students try to guess the fruit.
5. Make up riddles to describe each fruit. Have the students guess the names, draw pictures of the fruit, or make up their own riddles.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a name of a fruit, the student must be able to describe at least one characteristic (color, size, shape, sweetness) about it with 100% accuracy, after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area:** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 280

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student to describe an object by size, color, shape, and its use.

Activities: **What will be done, when, how much (time), by whom?**

Choose several objects of different size, color, shape, and use. Identify each for the students and ask them to describe each according to size, color, shape, and its use.

Sample: A ball - What can you tell about a ball by looking at it?

1. What color is it?
2. What shape does it have?
3. How big is it?
4. Can you tell one thing it can do or one thing you can do with it?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given an object the student will describe it by color, shape, size, and list one use it has with 90% accuracy after 3 classes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 280, 440

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the children to describe or define a picture and teach vocabulary for animals, toys, and parts of the body.

Activities: **What will be done, when, how much (time), by whom?**

1. Select pictures of animals and toys and pass them out face down to students. Tell them not to show them to anyone. Ask each student to tell all he/she can about the picture but its name. The child who guesses correctly wins the picture. When all have been guessed, the one with the most pictures wins.

2. "I am thinking of" Game: Review parts of the body and then play the game, "I am thinking of something that helps you walk. What it it?" What is at the end of the leg? What is at the end of the foot? How many toes do you have? Continue game using names: head, body, face, knees, arm, chest, hands, eyes, mouth, teeth, etc. Give students a chance to be "thinkers."

3. Teach poem "I'm Being Eaten by a Boa Constrictor".

I'm being eaten by a boa constrictor,
I'm being eaten by a boa constrictor,
Oh no, he's up to my toe!
Oh gee he's up to my knee!
Oh fiddle, he's up to my middle!
Oh heck, he's up to my neck!
Gulp!

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

1. Given the above patterns and vocabulary, the student will be able to describe a picture or give the name of a picture when given a description, with 80% accuracy after 5 classes.

2. The student will give correct names for the parts of the body, when given a description with 80% accuracy after 5 classes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 280, 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to describe an action using the present progressive verb form answering the following questions listed below.

Activities: What will be done, when, how much (time), by whom?

1. Select action pictures and discuss with the students what they see happening. Have each answer in a full sentence. Ex.: "What is the boy doing? He is jumping."

2. Substitution drill: Select one picture at a time. Model the sentence and then change the subject of the sentence and have the students say the new sentence. Ex.: The girl is eating. Change to the boy, the girls, we, etc.

3. Charades: Give each student an action to do. As he/she does it, the class must describe the action. Have them say a full sentence.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Given a picture or word cue, the student must be able to accurately describe the action, using the right form of present progressive, with 80% accuracy after 3 class sessions.

2. Using the present progressive form, the student will respond with 80% accuracy, to the question, "What is happening?", after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ No _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 280, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the students to describe an object by listing its characteristics.

Activities: What will be done, when, how much (time), by whom?

1. Choose several objects of varying sizes and shapes, such as a round rubber ball, etc.
Give an object to a student or pass it around the class. Ask the following:
Is it soft or hard?
Is it round or square?
Is it heavy or light?
Is it rough or smooth?
Is it sharp or dull?
Have the students answer in a full sentence.

2. Blindfold a student and have him/her touch or feel an object.
First they must list some characteristics --i.e. It is round and smooth, etc.
Then they can try to guess the object.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given an object the student will list at least 3 characteristics of the object, using the adjectives above.

Total Days Participation _____ **out of a possible** _____ _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 280

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide the student an opportunity to describe a personal experience to the class verbally and in pictures.

Activities: **What will be done, when, how much (time), by whom?**

1. Take a walk around the school or schoolgrounds.
2. In class, have each student relate what they saw or did on the walk.
3. Let the student draw a picture about the walk and present it to the class. (You may write their own story under the picture.)

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

After taking a walk around the school or the schoolgrounds, the student will relate what he/she saw and did using at least 3 full sentences.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 280

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student to describe an event that has happened in his/her own life.

Activities: **What will be done, when, how much (time), by whom?**

1. Generate discussion by asking, "What do you do on vacation?" "What was a fun thing you did?" Give each student a chance to name a fun activity he/she did or a trip he/she took.

2. Have the students draw pictures of the event they chose and help them write a story below. Share the story with the class.

3. Have the students choose partners and tell each other about their fun event. Then each partner must describe their partner's fun trip or activity to the class.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will relate an event or activity from his/her life using full sentences and correct subject/verb agreement, with 80% accuracy after 5 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last First or
Grade Primary

Content Area Oral Language **Skills List No.** 280

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student to describe emotions and physical sensations.

Activities: **What will be done, when, how much (time), by whom?**

1. Find several pictures that depict emotions: happy, sad, angry, etc., or a physical state: thirsty, tired, hungry, sick. Ask questions to elicit responses from the students. Have them describe what they see. Sample questions: "Who do you see in the picture?" "How does he/she seem to feel?"

2. Ask each student the question: "How would you feel if (you hadn't eaten in 3 days)." Continue to fill in different situations and ask the students to describe how they might feel.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a picture depicting an emotion or physical state, the student will describe the emotion or physical state using a full sentence, with 90% accuracy after 3 classes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 280, 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach sentence patterns using the possessive form and vocabulary of classroom objects.

Activities: What will be done, when, how much (time), by whom?

1. Select classroom objects or pictures of classroom objects. Review the names of each object. Using the questions, "Whose pencil is this/that?", have each answer use "It's mine, ours, theirs, yours, ours, his, hers." Or "It's my, ours, your, their, his, her, pencil."

2. Give each student an object or a picture of an object. Have them describe their own and someone else's object. Ex: "My book is red. Her book is blue."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will describe a classroom object using the correct possessive form with 80% accuracy after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to talk and interact about a given situation by providing him with the opportunity to imagine what he might see or do in the given situation.

Activities: What will be done, when, how much (time), by whom?

Give the students the following situations. Elicit responses using patterns "I would see . . . I would do. . ."

1. Imagine you are in the library. What would you see? What would you do?
2. Imagine you are on a ship on the ocean. What would you see? What would you do?
3. Imagine you are on top of a mountain. What would you see? What would you do?
4. Imagine you are in a garden. What would you see? What would you do?
5. Imagine you are in the hospital. What would you see? What would you do?

Make up more situations as needed. The students must answer in full sentences. Have them draw pictures of their answers and share it with the class.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns and vocabulary, the student will respond with 80% accuracy after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach sentence patterns with "if" and generate original statements or stories, using "I would. . ." to answer "if" statements.

Activities: What will be done, when, how much (time), by whom?

Ask the students to respond to the following:

1. If Darth Vadar from Star Wars landed on the playground, what would you do?
2. If you found $100.00 what would you buy?
3. If you could climb up anything, what would you climb?
4. If you could fly anywhere, where would you go?

Make up more as needed. Have the students respond in a full sentence beginning with "I would. . ."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given an "if" statement situation, the student will respond using the following construction, with 80% accuracy after 3 class sessions: I would . . .

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to differentiate positive/negative statements with "would" and form correct sentences with verb.

Activities: What will be done, when, how much (time), by whom?

Provide the students with the opportunity to respond to the following:

-What would you see in the sky? / What would you not see in the sky?

-What would you see in summer? / What would you not see in summer?

-What would you see in school? / What would you not see in school?

-What would you see in a house? / What would you not see in a house?

-What would you see on a farm? / What would you not see on a farm?

-What would you see in a zoo? / What would you not see in a zoo?

Have the student answer in full sentences. Make up more sentences as needed. Provide pictures and have students put pictures of things they might find in a zoo on one side and pictures of things not found in a zoo on the other side. Continue for each sentence above.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will respond with 80% accuracy, using above patterns and vocabulary for 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** 1-2

Content Area Oral Language **Skills List No.** 340

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill in recalling items in a sentence related to the main idea.

Activities: What will be done, when, how much (time), by whom?

Place small pictures of objects in a bag. Have the children choose partners and sit side by side. One child draws a picture from the bag and whispers something about the object to his/her partner. The partner then repeats the information to others in the group. Then the next child selects a picture and whispers something about it to the first child. That partner repeats the information. Return pictures to bag and shake. Pass the bag to another pair of children and repeat the activity.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

If a child can repeat information as stated, objective is attained.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 340

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student to listen to and repeat a given statement using words from the following "word families": words ending in -an, -at, -in.

Activities: **What will be done, when, how much (time), by whom?**

1. Have students think of words that end in -an, -at, -in. Make a game of it --call them the "an" family, "at" family, "in"family.

2. Make sentences using the words from each group:
Ex: "The fat cat sat on a mat." "The tin man has a thin pin". "The man with a tan fan is on a can." Tape record each student repeating the sentences.

3. Say each sentence once and have the students repeat them. See how quickly and accurately they can repeat the sentence.

4. Game: Form a circle. Whisper a sentence to the first student and have each student whisper it to the student next to him. The last person says it out loud. See if it matches the original.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will accurately repeat a given statement with 100% accuracy after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 340

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to rhyme through use of a finger play, "Little Elves" and to teach memorization.

Activities: What will be done, when, how much (time), by whom?

*Finger Play: "Little Elves"

Teach the following finger play. One hand is extended. The index finger of the other hand touches the extended fingers one at a time as the elves speak. Act out actions of each elf.

"Little Elves"

Said this little elf, "I'm as tired as can be." (yawn)
Said this little elf, "My eyes can hardly see." (rub eyes)
Said this little elf, "I'd like to go to bed." (fold hands and place sideways to make a pillow)
Said this little elf, "To rest my weary head" (Make pillow with the hands and rest head on it)
Said this little elf, "Come, climb the stairs with me." (Make fingers climb stairs)

*Peabody Language Development Kits, Level No. 1, Lesson No. 70, p. 85.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will recite and act out the finger play "Little Elves" after 5 consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 340

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to listen to a short story and then retell it in his/her own words.

Activities: What will be done, when, how much (time), by whom?

1. Choose a short story or make up a short story. Using visuals (pictures, filmstrips, flannel board), tell the story to the students. Have each student retell the story in his/her own words. They can tell it to the class or tape record it to be played to the class later.

2. Have each student choose a partner. Each must tell the other a story. When done, each partner tells the other partner's story to the class.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will retell a story he/she has heard with 80% accuracy after 5 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 340

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop comprehension and language skills by having the students make character stick puppets for the story "Goldilocks and the Three Bears" and retelling the story in a group.

Activities: What will be done, when, how much (time), by whom?

Set aside 5 class sessions.

Make large ditto pictures of each character: Papa Bear, Mama Bear, Baby Bear, and Goldilocks for each student to color and cut out. Paste them on popsicle sticks or any other stick. Color background pictures for table and porridge, chairs, and beds. Set up background. Let students take turns dramatizing the story of "Goldilocks" for the rest of the class, using the stick puppets they made.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using stick puppets, the student will retell the story of "Goldilocks and the Three Bears" with 100% accuracy, placing emphasis on characters, and main events of the story.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 340, 420

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop comprehension skills by having the students dramatize the story of "Goldilocks and the Three Bears" in the following ways: pantomime, and having students take parts of characters.

Activities: What will be done, when, how much (time), by whom?

1. Choose a student to narrate the story of "Goldilocks" and choose other students to be Papa Bear, Mama Bear, Baby Bear, and Goldilocks. As the narrator relates the story, the students taking parts of characters will pantomime the actions. Have them take turns changing parts.

2. Choose a narrator to tell the basic story and select other students to speak the parts of Papa Bear, Mama Bear, Baby Bear, and Goldilocks. Have the students change parts to get practice with all parts of the story.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will dramatize the story of "Goldilocks and the Three Bears" in pantomime, narration, or taking a specific character part, with emphasis on sequencing story events and characterization with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 360, 040

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student how to locate a place, person, or object in a room, or on a picture or map, using oral directions and commands and vocabulary on directionality. (Right, left, straight ahead, stop, go, under, behind, beside, near, far, etc.)

Activities: What will be done, when, how much (time), by whom?

1. Hide an object or have a child hide in the classroom. Giving directions to a student, have him/her try to locate the object or other student. Have them practice following directions.

2. Draw a map or picture of the classroom, school, playground, or town and have the students explain how to get from one place to another.

3. Game: Plan a treasure hunt; prepare clues for the students and have them follow instructions to find an object. Let each explain how whe/he located his/her treasure.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Given a set of instructions, the student will locate a hidden object or person with 100% accuracy in 3 class sessions.
2. The student will instruct another student how to locate an object, using sentence patterns modeled by the teacher, with 80% accuracy after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 380

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child how to express physical needs or wants relating to hunger, thirst, warmth, cold, sickness, physical state, etc.

Activities: What will be done, when, how much (time), by whom?

1. Find pictures depicting scenes of eating, drinking something, sleeping, being sick, angry, tired, etc. Use these to discuss the question, "How is (he, the girl, etc)?" Have each student follow the pattern subject-verb-adjective. (He is hungry) and a sentence expressing need. (He needs to eat.)

2. Game: Chain. You begin by asking a student "How do you feel today?" The student answers with "I am _____". "I need _____." Have them ask the next person and continue to the last student.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Following the above sentence patterns and vocabulary, the student will answer the questions concerning need with 80% accuracy after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____ _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 380

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child spontaneous use of language through expression of an emotion or a wish, using vocabulary such as would, could, wish, feel, if, etc.

Activities: What will be done, when, how much (time), by whom?

1. Find or draw pictures of faces expressing different moods of anger, sadness, happiness, fear, surprise, etc. Discuss the different moods by asking, "How does this person feel?" "Why do you think he/she feels this way?"

2. Give a situation and ask how the student might feel. Ex: If Jay wouldn't play with you, how would you feel? Why?

3. Wishes: Make a game of it. Make up a situation or begin a story and have the students finish it with a wish. Ex: "If I could have anything in the whole world, I would wish for . . . "

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns and vocabulary, the student will express a feeling or a wish with 80% accuracy, after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 400, 320

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop spontaneous use of oral language by relating an event or happening at home or school and making up a story about it.

Activities: What will be done, when, how much (time), by whom?

1. Begin by telling a short story about something that has happened in school, at home, at play. Have the students help finish the story.

2. Have the students draw pictures of home, school, play, etc. and relate what is happening in each picture. Help them put it in story form.

3. Chain story: Begin a story with "Once upon a time" and have each student add a sentence until the story is done. Record the story and draw pictures about it.

4. Have each student relate a story or an incident. Have them practice telling it to each other and then the class. Tape record each student's story to listen to later.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will relate an original story or incident using correct sentence patterns and subject/verb agreement, with 80% accuracy after 5 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First**
or Grade Primary

Content Area Oral Language **Skills List No.** 400

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to put ideas together to make a story when given the topic: "A place I would like to visit."

Activities: What will be done, when, how much (time), by whom?

Need: tape recorder or paper to record the students' stories.

The topic: "A Place I Would Like to Visit"

Explain to the students that each of you is going on an imaginary trip - each person can visit any special place they know of or would like to invent. Explain that they must include at least 6 things in their stories (8 are listed below.) Tape record their stories or write them down as they dictate them. Let them draw pictures about the stories and present them to the class.

Guide Statements:

1. Name of the place.
2. Why you want to go there.
3. How you will get there.
4. Who is going with you?
5. When are you going?
6. How long you want to stay.
7. What you plan to do there.
8. What you want to see there.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When given the topic "A Place I Would Like to Visit," the student will make up a story about his/her place that includes 6 of the 8 guide statements above.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student word meaning by having them choose the word that best fits the sentence.

Activities: What will be done, when, how much (time), by whom?

"Which is it" game.

Tell the students you will say 3 words. They must listen and remember them so they can choose one of them to fit the sentence you will read to them.

"Which is it?"

1. Desk - TV - Radio
   It can't talk, so it must be the (desk).

2. Shoe - sock - Glove
   You can't wear it on your hand. It must be (sock).

3. Thread - Needle - Chair
   You don't sew with it, so it must be a (chair).

4. Bread - Table - Banana
   You don't eat it, so it must be (table).

Continue the drill until they can do it on their own.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above pattern, the student will choose 1 of 3 words to complete the given statement about the words, with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to define an object by describing its use or purpose.

Activities: What will be done, when, how much (time), by whom?

1. Find several objects or pictures of objects that are used to perform a job or task: tools, kitchen utensils, cleaning tools, vehicles, classroom objects, etc.

Begin by asking: "What is a (hammer)?" The student answers using the form: A (hammer) is something that (helps us pound nails in wood). Continue until all pictures/objects are defined.

2. Game: Have students pretend to be something and have the others try to guess what they are. For example: I am something that helps you put butter on bread. What am I? (a knife). Give a point or sticker for each correct guess. Winner has most points or stickers.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above pattern for definitions, the student will respond with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach regular plural form ending in "s" or "es."

Activities: What will be done, when, how much (time), by whom?

Choose several nouns to form plurals. Divide the class into 2 teams and introduce the pattern:

One (cat) ; two (cats).
One (house) ; two (houses).

When they understand the pattern, begin the game. Alternate sides using the above pattern. The teacher gives the cue "One (cup)," the student must answer "Two, or more (cups)." If it is right, the team wins 1 point; if it is wrong, the team loses a point. Everyone can stay in the game. When you finish all the nouns, the team with the most points wins.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the singular noun as a cue, the student will say its plural form, with 90% accuracy for 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - E3EA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the irregular plural form of: child, man, woman, sheep, deer, bear, fish, and mouse.

Activities: What will be done, when, how much (time), by whom?

1. Play "Teacher, May I." Line the students up across the back of the room. The teacher sits in front and plays "Teacher."
Introduce the pattern:
"I see one child; I see 2 children."
"I see one man; I see 2 men."
"I see one woman; I see 2 women."
"I see one mouse; I see 2 mice."
"I see one (sheep, deer, bear, or fish); I see two (sheep, deer, bear, or fish)."

(You can use other verbs as well: "count").

Give the cue "I see one man." The first student must say, "I see 2 men." If they say it correctly the teacher answers "You may take 1 (2 or 3) steps forward." The student asks "Teacher, may I?" Teacher answers "Yes, you may." If they answer incorrectly they stay in position or the teacher may say, "Take 2 (or more) steps backward." The first one to get to the teacher wins.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the singular form of the noun as a cue, the student will say its irregular plural form with 90% accuracy for 3 consecutive classes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 440, 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the possessive noun with "'s" ending.

Activities: What will be done, when, how much (time), by whom?

Choose some objects or pictures to use. Use the following pattern:

T: "This is a (dog). Repeat the sentence."
S: repeats

T: "This is the dog's dish. Repeat it."
S: repeats

T: (taking a student's pencil). "This is Susan's pencil. Who's pencil is it?"
S: "It is Susan's pencil."

Continue the drill until all can use the "'s" ending to show possession. Do not accept "It is Susan pencil." or "It is the pencil of Susan."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns, the student will use the possessive noun "'s" ending to describe possession, with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student the meaning of a word by using it in the context of a sentence.

Activities: What will be done, when, how much (time), by whom?

Make up sentences and leave off the final noun for the students to fill in. Encourage free answers but nouns or words that logically complete the sentence.

Samples:

1. During the night, I got so cold I got up to get a _____.
2. When I walked in the park one sunny day, I thought about _____.
3. When I opened my window in my room I heard _____.
4. Something I can sleep on is a _____.
5. When I'm super-hungry I like to eat _____.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above exercise patterns, the student will finish each sentence with a noun that logically completes the sentence with 90% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the students how to use the definite articles "a" and "an."

Activities: What will be done, when, how much (time), by whom?

Explain that we use the words "a" or "an" to show "how many" of something. "A" is used before words that start with consonants. "An" is used before words that start with vowels (a-e-i-o-u).

Example: a banana an apple

Make up a list of nouns and have the students decide if "a" or "an" belongs in front of the word. After they decide, have them try to use the phrase in a sentence.

Samples:

_____orange	_____bay
_____bed	_____umbrella
_____chair	_____girl
_____apricot	_____American

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of nouns beginning with consonants and vowels, the student will tell whether to use "a" or "an" with the noun, with 100% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last First or Grade Primary

Content Area Oral Language **Skills List No.** 460, 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the object pronouns me, her, him, it, us, them, you, with the verb "to look at," "to listen to," and "to like."

Activities: What will be done, when, how much (time), by whom?

Use pictures of school children at play, in school, and the teacher. Use the class and yourself as models.

Provide a substitution drill for the class including the following sentences:

"He is looking at her." (First change the subject to other pronouns and go through the sentences. Then leave the subject and change the object her to me, him, it, us, you, them. Change the verb to "listening to" and "like" and do the same: "She is listening to her"/"He likes them." and do a substitution drill first on the subject, then on the object.

Listen for the correct form of the pronoun as object, and subject. Do not accept "Her is looking at him." or "She is listening to he." Continue to do it for other verbs (i.e.: helping, talking to, shouting at, etc.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above substitution patterns for pronoun subject and object, the student will use the correct form in a sentence with the verbs: "looking at," "listening to," and "like(s)." This should be with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 460, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the use of possessive pronoun adjectives my/your with predicate nouns (parts of body).

Activities: What will be done, when, how much (time), by whom?

Using parts of the body ask the students:
"Are these your eyes?" "Yes, they are my eyes."
"Are these your legs?" "No, they aren't my legs. They are my arms."
"Is this my head?" "Yes, it is your head."
"Are these my arms?" "No, they aren't your arms. They are your hands."

Elicit full sentence answers.

Variation: Begin a chain drill.
Sample - "This is my head." (Point to arm of person next to you). "What is this?" Continue with each student answering one and asking another question until you've gone around the whole group.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns of questions, the student will answer each question using correct form of your/my with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First**
or Grade Primary

Content Area Oral Language **Skills List No.** 460, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student the possessive adjectives his/her by identifying and describing articles of clothing.

Activities: What will be done, when, how much (time), by whom?

Use paper dolls of a boy and girl with clothes or find pictures of clothing for a girl and a boy.

1. Present statements about the paper dolls or about pictures of clothes. Have the students repeat the statements.
Sample:
"This is John. This is his shirt. His shirt is blue."
"This is Mary. These are her shoes. They are brown."

Go through all pictures or all clothes with the paper dolls.

2. Ask the students to describe what you hold up.
"What is this?"
"Who's is it?"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For 3 class sessions, the student will respond to the questions with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ _____ Age _____
Last First

or Grade Primary

Content Area Oral Language Skills List No. 460, 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach plural possessives "our" and "their" to describe ownership of objects.

Activities: What will be done, when, how much (time), by whom?

Pass out picture cards of flowers, balls, apples, or several like objects to different class members. Using the patterns below, elicit responses that include "our" and "their."

T: "Will the students who have the apples stand up?"
T: "What do you have?"
S: "We have apples."
T: "Whose apples are they?"
S: "They are our apples."
T: "Class, what do they have?"
C: "They have their apples."

Continue the drill.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary, the student will respond with 80% accuracy to the questions, for 3 consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 460, 500

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach how using the article "the" in a sentence and changing to possessive pronouns his/her can change the meaning of a sentence from general to specific.

Activities: **What will be done, when, how much (time), by whom?**

Make up sentences using the or his/her with an object. Let the students supply the object and explain how using "the" or "his/her" can change a sentence. "How does it change a sentence?" "Why do we say his/her in place of the?"

Samples:

She writes with the _____.
She writes with her _____.

He jumps on his _____.
He jumps on the _____.

She kicks the _____.
She kicks her _____.

He pets the _____.
He pets his _____.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Using the above sentence patterns, the student will supply an object to verb and explain if it is general ("the") or specific ("his/her"), with 80% accuracy after 2 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the plural pronouns "we, you, they" and contractions "we're, you're, they're."

Activities: What will be done, when, how much (time), by whom?

1. Provide repetitive drills using we, you, and they in sentences.
Sample: (Show a picture of boys.)
"Who are they?"
"They are boys."
Continue the drill.

2. Explain that you can shorten "we are" to be "we're," "you are" to be "you're" and "they are" to be "they're." Use the same drill but substitute we're, you're, and they're into the sentences.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns and vocabulary, the student will answer the questions using both the regular form of the words and the contractions of the words, with 90% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 480, 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach vocabulary in the category of community workers and the present tense third person singular form of verbs that end in "s."

Activities: What will be done, when, how much (time), by whom?

Provide pictures of community workers and present them to the class, explaining they are community workers and each has a specific name and job (i.e.: teacher - teaches, mailman - delivers mail). Then play a riddle game - the teacher begins and models and the students answer the riddles. Later pass out a picture of a community worker to each student and let them make up riddles for each other. Watch for correct names and correct use of present tense third person singular form of verbs. Students may not add "s" to verb.

Ideas for pictures: doctor, fireman, policeman, policewoman, dentist, teacher, pharmacist, life guard, garbage man, playground aide, gardener, nurse, etc.

Sample Riddles:

1. He puts out fires; he is a _____. (fireman)
2. She watches the children on the playground; she is a _____(playground aide)
3. He brings the mail; he is a _____. (mailman)
4. He helps sick people to get well; he is a _____. (doctor)
5. He picks up the trash; he is a _____. (garbage man)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Given the riddle pattern above, the student will identify the community worker with 80% accuracy after 3 class sessions.
2. When giving a riddle about a community worker, the student will use the present tense third person singular form of verb, with 80% accuracy after three class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 480, 36 _____

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student to identify what one has or wants, using sentence patterns with the verbs "to have" or "to want."

Activities: **What will be done, when, how much (time), by whom?**

1. Using different classroom objects provide a drill to include the following questions:
"Do you have a pencil?"
"No, I don't have a pencil."
"Do you want a pencil?"
"No, I don't, I want a pen."
"Does he/she have a crayon?"
"No he/she doesn't have a crayon. He/She has a pencil."
"Does he/she want a crayon?"
"No, he/she wants an eraser."
Continue the drill and elicit full sentence responses.

2. Using pictures of fruits ask:
"Do you like bananas?"
"Yes, I do. I like bananas."
"Do you want a banana?"
"Yes, I do."
Continue the drill changing to he/she or student names.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Using the above patterns with "to have" or "to want", the students will respond to the questions with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To increase students' use of action verbs within a sentence and provide the students with the opportunity to use their own vocabulary to finish the sentence.

Activities: What will be done, when, how much (time), by whom?

Provide students with opportunity to finish a sentence with a verb. Make sure they use the verb form correctly. For example: See the kids. They are _____. They are "play" is not correct. They must say "playing."

Some sample sentences:

1. A baby learns to_____.
2. Can a rabbit _____?
3. A dog can _____.
4. When I'm in a hurry I _____.
5. See the girls. They are _____.
6. Today you are going to _____.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a sentence, the student will complete it with any action verb of his choice, using the correct form of the verb, with 80% accuracy after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student infinitives.

Activities: What will be done, when, how much (time), by whom?

1. Find pictures of people doing different activities: Walking, hopping, swimming, singing, jumping, climbing, etc. Using these ask the students:
"What does he/she like to do?"
"He/She likes to (jump)."

Continue the drill and listen for the infinitive form to + verb.

2. Ask the students:
"What do you like to do?"
"I like to _____."

Let them fill it in. Have them ask each other the same question.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns, the student will respond to the questions using the infinitive form, with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to use the infinitive plus a direct object in a given pattern.

Activities: What will be done, when, how much (time), by whom?

Choose several pictures of people doing different things and ask the students what the people like to do in each picture. Elicit a response to include an infinitive plus a direct object:

"What does this person like to do?"
"He/She likes to (climb a mountain)."

Continue the drill and then ask each student: "What do you like to do?" Have the students ask each other.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When shown pictures of people doing different things, the student will describe the action, with 80% accuracy after 3 class sessions, by stating his answer with an infinitive + a direct object.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach simple past tense of regular verbs.

Activities: What will be done, when, how much (time), by whom?

1. Choose several verbs that use regular past tense "ed" ending:

climb/climbed, dance/danced, hop/hopped, jump/jumped, walk/walked

Make up several pairs of sentences in present and past tense, using time cues such as today and yesterday.
"Today he walks to school."
"Yesterday he walked to school."

Bring the students' attention to the ending sound "ed" if they don't use it after several modeled pairs of sentences.

2. Do a drill with the question: "What did you do yesterday?" Change your question to use he/she, they, etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a sentence model in the present tense and the word cue "Yesterday," the student will substitute the regular past tense form of the verb and repeat the new sentence with 80% accuracy after 3-5 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach common irregular verbs in the past tense and to discuss activities that happened in the past.

Activities: What will be done, when, how much (time), by whom?

1. Use the verbs: eat/ate, sleep/slept, go/went, sit/sat, drink/drank, have, has/had, put/put.

Use the words today and yesterday to cue the student about time. Begin by modeling:

Today she eats a potato.
Yesterday she ate a banana.

Model a few more and have students repeat. Once they know the procedure, say only the present tense sentence and give them the cue "yesterday. . ." and have them finish the sentence:

"Today they are sleeping in tents."
"Yesterday, ..."

2. Variation: Ask the question, "What did you (eat, do, have, etc.) yesterday?"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Following the pattern above, the student will use the irregular past tense form of the verb listed above in a sentence, when given the sentence in the present tense and the word cue "Yesterday. . ." This should be with 80% accuracy after 3 consecutive sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to describe what he/she sees, using present participle ending of verb - "eat-ing in answer to the following: What am I doing?"

Activities: What will be done, when, how much (time), by whom?

1. Choose several activities. calling someone on a telephone, eating something, mowing yard, riding a bicycle, ironing clothes, washing floor, driving a car, sneezing, sleeping, etc. Pantomime the activities for the students and have them tell you in simple sentences what you are doing. Listen for "-ing" ending on verbs. EX. - You are eating an apple.

2. Select several activity pictures and pass them out. Let each student pantomime the action for the class to guess. Have them answer in simple sentences, not just 1 or 2 word phrases.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Given an activity picture, the student will pantomime the action for the class with 100% accuracy.
2. When the teacher pantomimes an action, the student will describe the action in a sentence with emphasis on the "-ing" ending of verbs with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 480, 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the vocabulary for clothing and the sentence patterns using the verbs "to put on" and "to wear."

Activities: What will be done, when, how much (time), by whom?

1. Provide repetitive drill using picture vocabulary cards for clothing.

2. Using the verb "to wear" ask each child what he/she is wearing. Have them ask each other.

3. Using paper models of a boy and a girl, have the students "dress" each figure using the phrase, "I am putting on the shirt" etc.

4. Pass out pictures of clothing to the students and ask, "What are you going to put on?"

5. Give each student a situation, and ask what they will wear. Ex: "It's raining outside. What will you wear/put on?"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns for the verbs "to wear" and "to put on", and clothing vocabulary, the student will respond with 80% accuracy to the questions after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach present progressive form using question/answer patterns.

Activities: What will be done, when, how much (time), by whom?

1. Provide repetitive sentence drills using pictures of a person or people doing something. Vary the personal pronoun subject so the student has practice using different pronoun subjects and forms of the verb (am, is, are). Ask: "What is he/she doing?" "What are they doing?" "What are you doing?" "What am I doing?"

2. Play "Guess what I am doing" game. Using the following action verbs or any of your choice, have each student act out an action (pantomime) and the class has to guess the action and give the answer in a full sentence: "He/she is _____."

Verbs with -ing ending:

clapping	cutting	laughing	tearing
running	hopping	crying	drinking
bending	skipping	jumping	riding a bike
flying	writing	crawling	dancing
waving	walking	bending	erasing
eating	swimming		

Criterion: What specific evidence will we accept to indicate that the objective was attained?

After 3 class sessions, the student will answer the above questions, with 80% accuracy using the correct sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 480, 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to identify actions and to use direct objects following the present progressive tense.

Activities: What will be done, when, how much (time), by whom?

1. Select several action cards. Choose a card.
   Model: "What is he/she doing?"
   "He/she is (driving)." "He/she is (driving a bus)."
Have the students repeat it and then continue the drill asking each time:
"What is he/she doing?"
"What are they doing?"
Listen for is/are plus a verb ending in "ing." Accept any reasonable direct object. Do not accept, "She is sing a song."

2. Have a student think up an action and pantomime it. Ask the class, "What is he/she doing?" Let each take a turn.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns, the student will respond to the questions using the present progressive form of verb and a direct object, with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student the future tense, using "going to."

Activities: What will be done, when, how much (time), by whom?

Select a picture of 2 activities for each drill and provide several examples and opportunities for practice.

Example:

T: "What is he doing?" (1st picture)
S: "He is watching TV."

T: "What is he going to do?" (2nd picture)
S: "He is going to ride his bike."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns and vocabulary, the student will respond to the questions with 80% accuracy for 3 consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to contrast the differences in meaning and use for the verbs "to see," "to watch," and "to look."

Activities: What will be done, when, how much (time), by whom?

Explain that "to see," "to watch," and "to look" are related to our eyes. We see, watch, and look with our eyes. Each word is used a little differently.

To see is general: He sees the house. She sees a cat. We see the girl.

To watch is more specific, it involves time: I watch TV. She watches a movie. They watch the fire burn. We watch the car go down the street.

To look: We generally look at something.

Give these clues and have the students choose see, watch, or look, and make a sentence.

TV	Movie	Pictures
Cat	House	Girl

Continue the drill.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns, the student will choose one of the verbs: to see, to look, to watch, to best fit the clue word given to make a sentence. This should be done with 80% accuracy after 3 classes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 500

Objective: What are we trying to accomplish for the student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- The rope is long.
- The skirt is short.
- The car is dirty.
- The dishes are clean.
- The doll is new.
- The hat is old.
- The train is fast.
- The horse is slow.

Activities:

1. Provide repetitive sentence pattern drills using picture cards for vocabulary words.

2. Play tic-tac-toe using pictures depicting long, short, dirty, clean, new, old, fast, and slow. Player may place his marker on the picture after he says the sentence correctly. Give the student help if he needs it.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions the student will respond to the command: "Tell me about the picture." with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the comparative form of adjectives ending in "er."

Activities: What will be done, when, how much (time), by whom?

1. Provide the following exercise for the students - select pictures that may show comparison or find objects to compare.

Sample:

This boy is tall. He is taller than the girl.
This girl is short. She is shorter than the boy.

These children are hungry. Susie is hungrier than Dan.

These books are old. This book is older than the red book.

This flower is pretty. This flower is prettier than a potato.

Model the first sentence for the students. Begin the second and have them supply the comparative adjective.

2. Show 2 pictures, objects, people, and ask the students to give a comparison statement about them.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Following the above patterns, the student will use a comparative adjective ending in "er" when comparing two objects or people, with 80% accuracy for 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach comparative adjectives ending in -est and word meanings.

Activities: What will be done, when, how much (time), by whom?

Provide the following type of drill for the students. After they answer correctly, have them try to make up their own drill to use on each other. Let them explain why they chose their answers.

1. Which is smallest?
   -a house -a hat -a horse
2. Which way can a boy go fastest?
   -hopping -running -crawling
3. Which is tallest?
   -a man -a giraffe -an elephant
4. Which is thinnest?
   -a shoelace -a thread -a rope
5. Which is biggest?
   -your finger -your head -your eye
6. Which is hardest?
   -a rubber ball -a rock -an apple
7. Which goes fastest?
   -a car -a frog -a dog
8. Which can make the loudest noise?
   -a watch -a telephone -a whisper

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns, the student will choose the best answer when given a choice of 3 answers, with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- This car is big.
- This horse is heavier.
- This man is tallest.
- This is the smallest ball.
- These rocks are hard.
- She is the prettiest girl.
- He has the largest plane.
- It's the softest pillow.

Activities:

1. Provide repetitive sentence pattern drills using pictures showing different degrees of the adjectives under study.

2. Ask: "Is this car big?", "Is this the tallest man?", "Which girl is prettiest?", etc., and elicit the correct student response.

3. Play Bingo using pictures of various adjectives on cards. Reinforce by asking: "What is this?" and having student answer: "It's a soft chair.", etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary, the student will respond with 80% accuracy to the questions: "Is this car (big, small, clean)?" etc., "Is this the (tallest, heaviest, smallest) etc., (tree, ball, man)?" etc. and "Which (mountain, girl) etc., is (prettiest, biggest)?" etc., for three consecutive sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to choose a best answer out of three, when asked a question using a comparative adjective ending in "est."

Activities: What will be done, when, how much (time), by whom?

Provide a pattern of sentences like the following to give the students an opportunity to choose the best phrase to the question. They must be able to explain why they chose a certain answer and not others.

1. Which is smallest?
   -a chair for a baby -a house for a doll -a table that fits in a doll house
2. Which is fastest?
   -a dog running after a rabbit -a horse with 2 broken legs
   -a bus without any wheels.
3. Which is hottest?
   -a stove that is not on -a forest that is on fire
   -a match that is too wet to light
4. Which is moving fastest?
   -a rabbit when it is asleep -a boy on roller skates
   -a car that is out of gas
5. Which is fattest?
   -a snake that has just swallowed a whole goat.
   -a mouse that has not eaten in four days.
   -a small dog wearing a very small sweater.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Using the above sentence patterns, the student will choose the best phrase in answer to: "Which is smallest, hottest, etc.?"
2. Given a choice of three answers to the following: "Which is smallest,etc?" the student will explain why one is the best answer of three with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the use of superlative adjectives.

Activities: What will be done, when, how much (time), by whom?

1. Find pictures of certain categories: people, animals, foods, etc.

Example:

Put a picture of different animals on ledge.
(elephant, fish, rabbit, lion, bird, snake, and giraffe.)

T: "Which animal is the biggest?"
T: "Which animal is the heaviest - lightest, thinnest, shortest, tallest," etc.

Elicit full sentence statements from each student.

2. Begin with a statement about 2 or more objects, people, animals, etc.

T: "These boys are very noisy but Dan is the noisiest boy."
T: "These balloons are very big, but the red one is the biggest."

Show pictures or give a situation to the students and have them tell who/what is biggest, tallest, shortest, thinnest, etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Given a series of pictures, the student will identify the "biggest, tallest, shortest, smallest, etc., with 90% accuracy.
2. When asked "Who/What is the biggest, etc. the student will answer in a full sentence repeating the superlative adjective with 90% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form 07 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or Grade _____
Last First

Content Area: Oral Language Skills List Ref. No. 500

Objective: **What are we trying to accomplish for this** student in this content area, in this short period of time?

To teach the following sentence patterns and vocabulary:

- These are (rabbits, dogs, turles, lions).
- Those are (burros, monkeys, tigers).
- These are (big, black) (birds, whales, horses).
- Those are (little, brown) (fishes, camels, mice).

Activities:

1. Provide repetitive sentence drills using picture cards of singular and plural forms of the vocabulary words.

2. Ask: "What is this?", "What are these?", "What is that?", and "What are those?" and elicit correct student response using singulars and plurals.

3. Play "concentration" using cards with singular and plural pictures of vocabulary. Place cards face down on table--students try to match singular and plural pictures and practice sentence patterns.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

For three consecutive sessions the student will answer the questions: "What are these?", and "What are those?" with 80% accuracy using the above sentence patterns and vocabulary.

Total Days Participation _____ **out of a** possible _____

Criterion **Attained: Yes** _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 540

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the prepositions "in" and "on" and how to express the position of objects.

Activities: What will be done, when, how much (time), by whom?

Have several objects ready: box, pencil, book, etc.

1. Place the objects differently and model for the students.
   "The pencil is in the box."
   "The box is on the desk."
   "The book is in the desk."
Continue and have the students repeat.

2. Place an object and begin the sentence. The student must complete it:
   "The book is _____."
   "The pencil is _____."

3. Brainstorm sentences with the students where you might use "in" or "on."

4. Model sentences and have the students tell if they are right or wrong. "Mary is on the room." (wrong)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns, the student will complete a sentence using the preposition "on" or "in" where indicated, with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 540 and 360

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to use the positional prepositions (over, under, next to, beside, below, in front of, behind, on top of) correctly and follow directions.

Activities: What will be done, when, how much (time), by whom?

1. Gather different objects (classroom, foods, toys) and give the students the commands. "Hold the book over the table." Or, "Put the apple under the chair." Use different objects and change the prepositions. Do this for several minutes each day until the students do it correctly. Have the students do it for each other.

2. Using the statement, "Tell me if the ruler is under the desk or on top of the desk", have the students answer in a full sentence. Vary the sentence substituting different prepositions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. The student will demonstrate oral comprehension of positional prepositions by correctly placing or holding an object where instructed to do so, with 80% accuracy after 5 class sessions.
2. Using the sentence pattern indicated, the student will respond with the correct positional preposition, with 80% accuracy after 5 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 540

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the prepositions beside, next to, in front of, behind, by answering the questions: "Who sits (preposition) you?" "Where is (name)?"

Activities: What will be done, when, how much (time), by whom?

"The Change Game"
Have students choose a chair to sit on. Make sure they know each other's names. Begin by asking:

"Who sits (next to) you?"

"(Name) sits (next to) me."

"Where is (name) ?"

"He/She is (next to) me."

To make it interesting have the students change chairs often so they have new people sitting by them. Have them answer in full sentences using the right preposition.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns, the student will tell who is next to/beside, in front of, behind him/her, using full sentences that include the preposition with 80% accuracy after 2 classes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 540

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the prepositions "at," "to," "away from", with verbs of motion to describe directional movement.

Activities: What will be done, when, how much (time), by whom?

Choose pictures that show placement <u>at</u> or placement <u>to</u> or <u>away from</u> something. Provide a repetitive drill for the students to include the following series:

The boy is <u>at</u> school.
The boy is going <u>to</u> school.
The boy is walking <u>away from</u> school.

Say other sentences similarly but leave out the preposition and let the students add it.
Sample:

<u>at</u>	<u>to</u>	<u>away from</u>
at the zoo	going to the zoo	walking away from the zoo
at home	going to the park	running away from the park
at the lake	going to the lake	walking away from the lake

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns, the student will use the prepositions "at," "to," and "away from" in a sentence with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade Primary

Content Area Oral Language Skills List No. 540

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach use of prepositional phrases of place that follow a direct object.

Activities: What will be done, when, how much (time), by whom?

1. Find pictures of various activities: washing the dishes, making the bed, scrubbing the floor, washing the clothes, eating ice cream, playing the guitar, playing with the toys, etc.
Ask: "What is he/she doing" or "What are they doing?" "Where?"
Elicit responses such as: "They are eating ice cream under the tree. (ice cream is the direct object and under the tree is the prepositional phrase of place).
Continue the drill.

2. Choose a model sentence like: "She is reading the book." Give out pictures of places to the students. Have them use the model sentence and add a prepositional phrase with the name of a place they have. Have them decide if it is a true sentence (probable) or silly (improbable).
Ex: "She is reading the book in school." (true) "She is reading the book in the river." (silly)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above sentence patterns and vocabulary, the student will answer the questions using a direct object and a prepositional phrase of place, with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 560, 080

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach compounds with "and" and certain predicate adjectives and the verb "to have."

Activities: What will be done, when, how much (time), by whom?

1. Choose several pictures of fruits, vegetables, etc. Pass two out to each student. Do the following drill:

T: "What do you have?"
S: "I have a tomato and an apple. The tomato and the apple are red."
T: "What do you have?"
S: "I have an elephant and a giraffe. The elephant and the giraffe are big."

Continue until all have had a turn. Listen for compound subject with "and" and a predicate adjective that would describe both.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given 2 pictures, the student must tell what he/she has, using a compound subject with "and" and a predicate adjective to describe both, with 80% accuracy after 5 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 580

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student to discover and identify words by common features.

Activities: **What will be done, when, how much (time), by whom?**

Choose different categories: things that come in paper boxes, things that are yellow, things that have seeds, things that have wheels, etc.

Play the brainstorming game. Divide students into 2 teams. Ask the students to name things in the chosen category. Accept answers alternately from each team awarding them a point for each thing named. Continue until there aren't any more answers. The team with the most points wins. Continue with another category if you wish.

*For one or two students: Have the student name as many things as possible in 1 or 2 minutes. Give a star or sticker for 5-10 or more items named.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Using the brainstorming game, the student will list at least 5 items in a given category.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 580

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach recognition and identification of certain classes of words: i.e. numbers, animals, foods, family words, etc.

Activities: What will be done, when, how much (time), by whom?

Choose a classification of words such as foods, animals, numbers, family, school, etc. and make up a general list of words. Tell the students:

1. I am going to say some words. When you hear the name of a (number, or whatever classification of words you want) shout it out (or clap your hands, stand up, raise your hand, etc.)

Sample:				
a)	late	mate	eight	Kate
b)	hen	ten	pen	wren
c)	shoe	Lou	toot	two

2. Tell the students: "I am going to say a name of a type of place to live. Let's see if you can tell me who or what may live there."

-river	-hole in the ground	-barn
-ocean	-tree	-cave
-house	-nest	-motel

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above patterns, the student will identify, locate or describe items in a given class of words with 90% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 580

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to pick out a word that doesn't belong in a series by identifying common properties of the series.

Activities: What will be done, when, how much (time), by whom?

Give the students a series of 4 words - 3 of which are related in some known way and 1 of which does not belong. Have the student identify the word that doesn't belong and tell why it doesn't -- how are the other words related?

Samples:

1. cat dog <u>blue</u> bird (blue is a color, the others are animals)
2. yellow red green <u>apple</u> (apple is a fruit, the others are colors)
3. pants <u>car</u> shirt socks (car is a vehicle, the others are clothes)
4. eyes hands <u>shoes</u> feet (shoes are part of clothes, the others are parts of the body)
5. eyes <u>head</u> hands feet (you have one head, but 2 eyes, hands, and feet)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of 4 words, the student will identify the word that does not belong and tell why it does not belong, with 90% accuracy after 3 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 620

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student the concept of word opposites and provide an opportunity for them to give the opposites of several words.

Activities: What will be done, when, how much (time), by whom?

1. To introduce concept, begin with: "Today is a sunny day. When the sun goes down, what time of day is it?" or "Here is a picture of Mary. She has a big smile for us. She is happy. Here is another picture of Mary - what happened to her smile? She is sad." Have other pictures to show contrasts and give the students the opportunity to describe the differences until they understand the concept.

2. Using the following words, have the students give an opposite: good, sad, yes, white, fat, stop, funny, down, hard, fast, dry, new, out, laugh, open, full, win, day, over, tall, hello, cold.

3. Have the students draw pictures of opposites and tell you the words. Record it for them under their pictures.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a word above, the student will give its opposite with 100% accuracy after 5 class sessions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 620

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify and use an antonym within the context of a sentence.

Activities: What will be done, when, how much (time), by whom?

Choose several pairs of antonyms and review them with the students. Make up a sentence using one antonym. Have the students repeat the sentence but substitute the opposite of the first to change the meaning.

Sample:

Teacher - The woman is very short.
Student - The woman is very tall.

Teacher - The car went very slow.
Student - The car went very fast.

Teacher - Here is a little ball.
Student - Here is a big ball.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When given a sentence using one of a pair of antonyms, the student will repeat the sentence and substitute in another word that is the opposite of the first word used, with 80% accuracy after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 620, 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to discriminate between opposite concepts (dry/wet, night/day, hair/feathers, etc).

Activities: What will be done, when, how much (time), by whom?

*Use the following sentences and questions to do this lesson. Make up more using the same pattern. Say: I'm going to read some sentences. I will complete the first sentence and you will finish the second sentence. When you finish the sentence you can tell us something about the word you chose.

1. Snow is cold. Fire is (hot). (How do you know fire is hot?)
2. Sand is dry. Water is (wet). (How do you know water is wet?)
3. The sun shines in the day. The moon shines at (night). (How does the moon help us at night?)
4. People walk. Birds (fly). (What helps a bird fly?)
5. A dog is an animal. An apple is a (fruit). (What are some more fruits?)
6. A snail is slow. A rabbit is (fast). (What animal is faster than a rabbit?)
7. Dogs have hair. Birds have (feathers). (Have you ever seen feathers being used for other things?)
8. A tree is a plant. A giraffe is an (animal). (How is an animal different from a plant?)

*Peabody Language Development Kits, Level No. 1, Lesson No. 58, p. 71.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Using the above pattern, the student will be able to complete the second sentence using an opposite concept with 90% accuracy after 2 class sessions.
2. The student will demonstrate comprehension of opposite concepts by answering teacher questions about the word (hot, wet, fly, etc.) with 80% accuracy after 2 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 620, 140

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the concept of opposites using contrasting statement.

Activities: **What will be done, when, how much (time), by whom?**

A. Tell the students that you will begin a sentence and ask them to finish the sentence using an opposite word or idea:

1. At night it is dark and during the day it is _____.
2. Tommy likes to win a race; he doesn't like to _____.
3. Ann jumped into the lake to swim. Her suit was _____.
   Mary stayed on the sand to watch, so her suit was _____.
4. James is a boy but Carol is a _____.
5. This pencil is mine and that pencil is _____.
6. A day in summer is usually hot. A day in winter is _____.
7. Mary wanted to be the first in line but she was the _____.
8. Ann was happy. She laughed and laughed. Bob was sad. He _____ and _____.
9. A hat goes on your head. A shoe goes on the _____.
10. Sandy was cold. She put on her coat to get _____.

B. Have the students try to make up their own contrasting sentences. To get them started, give them a pair of words: hard/soft, above/below, in/out, up/down, etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to complete 8 out of 10 of the above.

The student will be able to make at least 3 contrasting sentences when given a pair of opposites, after 3 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to choose words that don't belong in a story by looking at the context or whole meaning of the story.

Activities: What will be done, when, how much (time), by whom?

Read the following stories to the students and have them identify (by raising hands, standing up, shouting the word, etc.) the word that makes the story sound silly:

1. "Kids have favorite foods like grown-up people. Sometimes they are not the same food that grown-ups like, but they still taste good. Most kids like hot dogs, french fries, ice cream, cake, toys, and apples."

2. "Books are very interesting because they have many exciting things in them. They have stories, pictures, puzzles, teeth, and poems."

3. "Mary's grandmother lives in the same town as Mary. She likes to visit Mary often. When she wants to go to Mary's house, she can drive, ride a bus, fly, walk, or ride a bike to get there."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a short story of 1-3 sentences, the student will identify the word that doesn't fit in the story with 90% accuracy after 2 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First or
Grade Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to choose the best word to complete a sentence by using the context to determine which word fits best in the sentence.

Activities: What will be done, when, how much (time), by whom?

Tell the students that you are going to say some sentences that are not finished. Ask them to help you finish each sentence by choosing the best word out of three to complete the sentence. Ask questions such as "Why did you choose this word?" "What would the sentence say if you chose _____?" "Why is this word wrong?"

1. _____ has four arms. -Someone -Everyone -Nobody
2. Garbage men _____ garbage. -make -sell -pick up
3. The telephone _____ loudly. -sang -cooked -rang
4. Kittens _____ cats. -scare -become -take care of
5. The _____ came in the mail. -dog -letter -tree
6. Most grown-ups are _____ than children. -smaller -taller -younger
7. We had _____ for dinner. -cars -carrots -cats
8. Dogs _____ cats. -are -eat -chase
9. Grocery stores _____ food. -eat -sell -turn into
10. Cars _____ gas. -smell -use -are

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above exercise, the student will choose the best word to complete a sentence with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach word meaning within the context of a story and recall of certain facts by having a student listen to a story and correct what is wrong.

Activities: What will be done, when, how much (time), by whom?

Read the story to the students and tell them some things are wrong about it. Ask them to tell what words are wrong and give a better word to fit the story. Retell the corrected story.

*A Bad Day

"Today I had a lot of bad luck. First, I spilled a glass of milk on the floor and had to clean it up with a broom. Next, a button came off my coat. Mother sewed it back on with a can opener. Then I lost a dime in the dining room. We turned off the lights so I could see better. I hunted a long time but I never found it. I hope tomorrow is a better day."

What three things happened that were bad luck?
What did he/she do wrong? Why?

*Open Court, Catching On, Book 1, p. 62.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using the above story, the student will choose words that are used incorrectly in the story and substitute another word(s) that make the story right. This should be done with 80% accuracy, after 1 class session.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the parts of the body and their corresponding use through riddles.

Activities: What will be done, when, how much (time), by whom?

Make up riddles about the use of the following parts of the body. Have the students supply the correct name of the part of the body. After, let the students try to make up riddles for each other.

Parts of the body: head, hair, ears, eyes, eyebrows, nose, mouth, lips, teeth, tongue, shoulders, arms, elbows, hands, fingers, knees, legs, feet, toes, stomach, back.

Sample Riddles:

I help you see.
I help you write.
I help you bite an apple.
I help you smell an onion.
You have five of me on each foot.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When given a riddle about the use of a certain part of the body, the student will supply the name of the part of the body with 100% accuracy after 3 consecutive sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** Primary

Content Area Oral Language **Skills List No.** 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student the 5 senses of sight, taste, hearing, smell, and touch and how we use them.

Activities: What will be done, when, how much (time), by whom?

1. Present the 5 senses of sight (eyes), taste (tongue), hearing (ears), smell (nose), and touch (hands) and explain how our 5 senses help us to find out about things new to us and help us stay out of danger.

2. Prepare some statements and ask, "How can I find out if it is true?" What sense could the student use to find out if the statement is true or false.

Sample Statements:

-Ice is cold.
-Sugar is sweet.
-Sue has perfume on.
-The stove is not.
-Mike's shirt is brown.
-Lemons are sour.
-The bell rings loud.
-Oranges are orange.
-The onion is cooking.
-The students are singing.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of statements, the student will list which sense he/she needs to use to determine if the statement is true or false, with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade Primary

Content Area Oral Language **Skills List No.** 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Using language patterns and vocabulary associated with telling time, teach the student to tell time by the hour and half hour, and counting minutes by fives.

Activities: What will be done, when, how much (time), by whom?

1. Use a clock to teach the following vocabulary: clock, hour, minute, _____o'clock, _____thirty, day, morning, afternoon, night, hour (big hand), and second (little hand.)

2. Teach phrases "What time is it?" "It's (10) o'clock." "It's (3) thirty." "What time do you (eat)?" "I eat at 11:00 o'clock."

3. Have students make their own clocks and practice the time with each other.

4. Tell stories about daily activities and share them with each other. Ex: "At 8:00 o'clock, we eat breakfast and go to school at 8:30."

5. Draw pictures of activities and share with the class the times the students do them.

6. Make a class picture of daily schedules.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. The student will be able to tell time by the hour and half hour with 80% accuracy after 2 weeks of classes.
2. Using the above sentence patterns and vocabulary for telling time, the student will be able to tell stories or activities that relate to telling time, with 80% accuracy after 2 weeks of classes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade Primary

Content Area Oral Language Skills List No. 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the following vocabulary and language patterns that relate to the concept of calendar: year, months of the year, days of the week, and the date.

Activities: What will be done, when, how much (time), by whom?

1. Use a calendar to teach them the concepts of a calendar: 1 year is 12 months, each month is 4-5 weeks, each year is 52 weeks, each week is 7 days. There are 365 days in a year.

2. Make a class calendar for each month and add to it during the year. Teach names of months and days of week and poem, "Thirty days has September, April, June, and November. All the rest have 31, except February, which has 28."

3. For discussion: Teach phrase "Today is Monday, March 31, 1981." Do each day; also discuss holidays and coming events. Keep class calendar up to date.

4. Using adverbs of time: Yesterday, today, tomorrow - have students give a statement of something they do. Ex: Yesterday I went to the zoo. Today, I am going to school. Tomorrow I will go to the store.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. The students will be able to recite the days of the week and the months of the year with 100% accuracy after 3 weeks of classes.
2. Using the above sentence patterns, the students will be able to make a sentence using the adverbs of time, with 80% accuracy after 6 classes.
3. The students will be able to correctly give the day of the week and the date with 100% accuracy after 6 class sessions.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade K-3

Content Area Oral Language **Skills List No.** 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To provide skill in oral vocabulary.

Activities: What will be done, when, how much (time), by whom?

Materials: poster pad with pictures. (Kitchen, beach, grocery store, dept. store, etc.)

Proceed: Display the poster. Review the names of the objects on it by asking the children to point to objects as you name them. (I am looking for something in the kitchen). Here are the things I want to find. Would you help me find them?

Point to the pictures and ask children to name objects. Then find it on the poster. If the child can't explain, ask another child to explain, or explain yourself. Continue in the same way.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained when student identifies 80% of names on the poster.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**